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Four Units for an eighth-year class in American History

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FOUR UNITS FOR AN EIGHTH-YEAR CLASS IN AMERICAN HISTORY

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CHAPTER I

INTRODUCTION

Purposes and aims of this thesis.-- During the school year of 1934 the writer first undertook the building of units for his eighth-grade classes in United States History. Previous to that time, his teaching was conducted almost wholly by the formal question-and-answer method. Because of suggestions from his principal he became interested in unit organization of subject matter. Several units, although very imperfectly made, were tried in his classes. There were gratifying results in both the achievement and the interest of the pupils. The writer found himself examining text books, which the authors and publishers claimed to be adapted to unit organization of subject matter. His interest finally lead him to enroll as a student at Boston University in Dr. Roy O. Billett's course in "Unit Assignment in Secondary Education." Many of the ideas and much of the terminology used in the building of units and unit assignments in this thesis are to be credited directly to Dr. Billett's course. In this thesis the writer does not propose to defend the psychological ideas or the terminology used in this plan for the unit organization of subject matter. Rather, the purpose is to apply those ideas and that terminology in the reorganization of a course in United States History.

From the writer's observations and readings, he feels sure that much history teaching is based almost wholly upon rote memory about persons, events, and dates. While all this may be logical and

scientific, it is neither psycholological nor wholly practical. The writer's endeavor has been to construct units that are of a psychological nature and which will develop, in pupils, desirable judgments and appreciations as well as a fund of factual information. His aims in this thesis are two. First, he has sought to develop ideas for improving his own technique in the planning of units and unit assignments. Second, it has been his purpose to build units, and unit assignments that will be helpfully suggestive to other educators working in the subject-matter field of United States History.

Community, school and class of pupils for whom the units were prepared.-- The community referred to is a small village, which has a school population of about 416. Many of the adult inhabitants are foreign born, coming for the most part, from Italy, France, and Central Europe. The chief industries in this community are that of a textile mill and farming.

The school in this community has a staff of a principal, an office secretary, 15 full-time teachers, and two part time teachers. The seventh, eighth and ninth grades have the junior-high-school organization. Six of the full-time teachers, as well as the two on part time, are assigned to these grades. The junior-high school has an enrollment of 136 pupils. The office secretary has, as one of her duties, the typing and mimeographing of unit assignments, whenever requested to do so by subject teachers.

The class, which the writer has kept in mind as he prepared these units, consists of 46 pupils. About one-fourth of these are of

foreign-born parents. In this group of pupils the Intelligence Quotients have a range from 72 to 136. The average is 106. Chronologically, the ages range from 12 years and seven months, to 15 years and one month. The average for this is 13 years and four months. Based upon Test A; Silent Reading Comprehension, Iowa Every-Pupil Tests of Basic Skills, 1937, the class, when tested in October of 1937, had a reading ability range from ten years and six months to sixteen years. The average reading ability for the class was 13 years and four months, exactly the same as the average chronological age.

Terminology defined and explained.--The discussion which immediately follows relates to the terminology used in building units and unit assignments.

1. The unit is the statement of the teacher goals, or the broad concepts which the teacher hopes the pupils will attain. It is stated declaratively, in complete sentences and in terms which the pupil will understand.
2. Delimitation of the unit consists of reducing the broad concepts of the unit to more specific statements of aims.
3. The unit assignment is the pupil's guide to the learning process. It may be given partly in oral form and partly in written form, or it may consist wholly of written instructions. It includes all instructions by the teacher which have to do with the assignment.
4. The guide sheet is the written or mimeographed part of the unit assignment. It may include all or a part of the introduction. It contains a tentative time schedule, questions and problems for

pupil solution, required activities, and a list of cited references for pupil use.

5. Optional related activities provide for individual differences in intellectual capacity, reading ability, skills, and interests. They are qualitative as well as quantitative. In practice, the instructions for the optional activities are written by the teacher on three by five cards and placed in a card file on some part of the reference shelf accessible to the pupils. These activities are varied in nature, so that each pupil may find something to do that appeals to his abilities and interests. The optional activities also provide opportunities for those pupils who are seeking additional credit.

Terminology relating to teaching procedures.-- The four items below, which must be considered in the building of units and unit assignments relate more specifically to the procedures involved in the teaching of the units.

1. The introduction serves to present the topic of the unit in a way that will arouse and stimulate the interest of the pupils. It may consist of a lecture by the teacher, a field trip, a story told or read, organized class discussions, or a motion picture.
2. Laboratory periods are class periods in which pupils will solve the assigned problems or work upon some one or more of the optional related activities.
3. Discussion and presentation periods are for the pooling of ideas, understandings and informations. They may consist of forum dis-

cussions, panel discussions, debates, floor talks, exhibition of pictures or pupil-made activities and special reports that relate to the topic of the unit.

4. Mastery tests are planned for the conclusion of each unit of work. They are planned to test judgments, understandings and appreciations. The types of tests used are multiple choice, completion, matching, and true or false. The latter, however, are intended to serve only as a test of factual knowledge, and are used with but one unit in this thesis.

Codes explained.-- The code numbers found throughout the guide sheet and the cards containing optional related activities are for pupil use in problem solving and in work upon activities. The numbers refer to the pupil's list of references, which is a part of the guide sheet. The letter B I means Basal text number one. B 2 means Basal text number two. In the same way S I refers to Supplementary text number one. Other numbers in the code refer to page numbers. For example, a complete code number such as S 10:24-29, means Supplementary text number ten, pages 24 to 29 inclusive.

Contents of the chapters of this thesis.-- This thesis consists of a title page, a table of contents, an introduction, four teaching units, an appendix and a selected, annotated bibliography. The Introduction, Chapter I, contains a statement of the purposes and aims of the thesis, definition of the terminology, an explanation of the codes used, and a statement of the chapter contents. Chapter II is a short teaching unit, together with a unit assignment and a

mastery test. The topic for this unit is "Procedures and Knowledges Helpful to Pupils in the Use of Unit Assignments". Classroom experience has convinced the writer that such a teaching unit is necessary in order that pupils may better understand the terminology, techniques and classroom procedures, which are to follow in the regular subject-matter unit assignments. Chapters III, IV, and V deal with subject-matter units in United States History. The Appendix contains the keys to the mastery tests, which are to be found in the three chapters last named. The Bibliography at the end of the thesis, consists of a list of selected readings, which the writer found to be especially helpful to him in the writing of this thesis. However, not all of the references given, deal directly with the theory and techniques of unit building.

CHAPTER II

TOPIC: PROCEDURES AND KNOWLEDGES HELPFUL TO PUPILS IN THE USE OF UNIT ASSIGNMENTS

The Unit

Procedures and knowledges helpful to pupils in the use of unit assignments are as follows: (1) The introduction in the form of a field trip, a story, still or moving pictures, or a class discussion presents the topic around which the unit is planned. (2) The mimeographed guide sheet contains the written part of the assignment. It may contain a part or all, of the introduction. It has a tentative time schedule; a set of questions and problems for solution; and a list of references to basal and supplementary texts. (3) Code numbers found throughout the guide sheet refer to the basal and supplementary references. They include such things as the making of maps, charts, graphs, posters, cartoons, booklets, outlines, summaries, collections, models, and floor talks; the preparation of debates, forum discussion, panel discussions; and the arranging of displays and exhibits. (4) Laboratory periods are class periods for problem solving and for work upon either required or optional related activities. (5) Optional activities are listed on the cards in the three by five file on the reference shelf. (6) Mastery tests at the conclusion are planned to test judgments, understandings and informations. The types used are multiple choice, completion, matching and true or false.

Delimitation of the Unit

The unit assignments in this course consist of mimeographed guide sheets, and instructions concerning optional related activities, written on three by five filing cards, and by such oral instructions as the needs of the work may require.

1. The guide sheet consists of an introduction, a time schedule, questions and problems, and a list of references for the students.
   a. The introduction aims to present the topic of the unit in an interesting way.
   b. The time schedule is tentative in that it either may be increased or decreased to meet the needs of the lesson as it progresses.
   c. The questions and the problems are all related to the topic of the unit. Their solutions provide the pupils with desirable informations and understandings about the topic. The number, to be found at the end of a question or problem, refer to a card in the small box file on the reference shelf.
   d. The references given on each guide sheet are sufficiently extensive to make it possible for all members of the class to obtain solutions to the assigned problems.
2. The three by five cards can be found in the small box file on the reference shelf. On them are written suggestions for optional activities related to the topic of the unit. The optional activities have the following possibilities; the making of maps, charts, graphs, posters, cartoons, and booklets, writing summaries, outlines and essays, preparing debates, forum discussions, and panel dis-

cussions, making collections, displays, or exhibits, reports or floor talks, models, and other activities which pupils may suggest, provided the suggestions meet with the approval of the teacher.

3. As the time schedule indicates, the work of a unit in this course is divided into the following parts: an introductary period, laboratory periods, discussion periods and a period for testing.

   a. The introduction presents the topic to be developed in the unit, in a way which is understandable to the pupil. It may consist of a story, a field trip, the presentation of still or moving pictures, or a group discussion on some basic question related to the topic of the unit.

   b. Laboratory periods are class periods for problem solving, the developing of optional activities, and note book work.

      (1) A laboratory period may be used for independent research and study, preparatory to problem solving.

      (2) It may be used for cooperative research and study preparatory to problem solving.

      (3) It may be used for note book building.

      (4) It may be used for the preparation of one or more of the optional related activities.

   c. The discussion periods are for the purpose of pooling information, opinions and judgments which have resulted from the solutions of problems. The pooling procedure may take the form of reports, forum discussions, panel discussions, exhibitions of pictures or completed activities, floor talks or debates.

d. The purpose of the pattern tests given at the conclusion of the discussion periods of each unit assignment is to test understandings and judgments as well as information acquired. The types of questions to be used are, multiple choice, completion, true or false and matching, samples of which are shown to the class.

Teaching Procedures for This Unit

The work of this unit is to consume four teaching lessons and one testing period.

1. The first lesson will consist of a rather detailed teacher-made explanation of the parts of the guide sheet. Copies of the guide sheet for unit number I are to be made available to the pupils for illustrative purposes.
2. The second lesson will deal with an explanation of the three by five card file, and also the various possibilities open to pupils in the work of optional activities.
3. The third lesson will deal with a consideration of the divisions of work referred to in the time schedule as introductory and laboratory periods.
4. The fourth period will deal with a consideration of the divisions of work referred to in the time schedule as the discussion and testing periods.
5. The fifth period is to be divided into two parts. The first 20 minutes are to provide the pupils with an opportunity to ask questions about points of the unit assignment technique not

perfectly clear in their minds. The second 20 minutes will be used for testing the pupils' understandings of unit assignments. (Note: The best test of this unit is the degree of success attained by the pupils in the undertaking of the work of the first subject unit.)

The Unit Assignment

Now the work of this Course is to be Presented by Means of Unit Assignments and Mastery Tests.

Assignment for the first class period.-- Each of you has received two separate sets of mimeographed paper. The first is called Unit Assignment Guide Sheet Number I, and the second set is called Unit Assignment Guide Sheet Number II. Keep both on your desk before you for reference as this discussion progresses. Guide Sheet Number I is planned to show the way in which the work of this history course is to be presented to you. We shall call this the unit-assignment method. Each guide sheet, which you receive will be a part of your assignment for a unit of work. Guide Sheet Number II is a sample of others which you will receive later, dealing with other units.

The guide sheet usually will have the following parts, an introduction, a time schedule, questions and problems, and references. Unit Assignment Guide Sheet Number II has all of these parts.

1. The purpose of the introduction is to give you a better understanding of the topic around which the unit is planned. As the word introduction implies, it serves to introduce you to the subject under consideration. It will be discussed more fully in a later

lesson.

2. The time schedule is not one which is fixed so hard and fast that it cannot be changed. You are to understand that it is only a tentative schedule and may be either increased or decreased in such ways as seem best as the work of the assignment goes on. The different parts of the time schedule will be discussed more completely in a later lesson of this same unit assignment.

3. The next section consists of questions and problems. The answers and solutions to these are required of all members of the class. This constitutes the minimum assignment. Those of you desiring to keep a complete record of your findings for all questions and problems connected with this course, may do so by writing your answers and solutions neatly in your notebooks. You may obtain teacher recognition for doing so by submitting your notebooks for signed approval at the concluding laboratory period in each unit assignment. By examining the question and problem section of the Guide Sheet of Unit Assignment Number II and also the cards in the three by five file you will discover numbers at the end of most of the questions and problems. These numbers refer to the list of references to be found at the end of the guide sheet. The letter B refers to Basal text, and the letter S refers to Supplementary text. The numbers that follow the letters indicate the pages of that text. Thus, S 10:31-34 means Supplementary text number ten, pages 31 to 34 inclusive.

4. At the end of each guide sheet you will find a list of references,

all of which are available to you here in the class room, which is to serve you as a laboratory for a part of the time. By using these references, it will be possible for you to find the answers and solutions to all of the assigned questions and problems.

Assignment for the second class period.-- In the small box file on the reference shelf are three by five cards. On each of these cards is written suggestions for an activity dealing with some phase of the topic you will be studying in the units of this course. The preparation of one or more of these activities is entirely a matter for you to decide. That is to say it is optional with you. Those of you who do find the time and have the desire to prepare one or more of these activities are entitled to additional credit for doing so, provided your work is well done. If you have in mind some activity not listed here you may secure teacher approval of it, provided it relates to the topic of the unit being studied. Some of the possibilities for activities in this course are the making of maps, charts, graphs, posters, cartoons, and booklets, the writing of outlines, summaries, and essays, the preparing of debates, forum discussions, and panel discussions, the arranging of displays and exhibits, the making of collections and models, the making of reports and floor talks. Examples of what other pupils have done with optional activities may be seen in the display now on the bulletin board.

Assignment for the third class period.-- By an examination of the time schedule in the guide sheet of Unit-Assignment Number II, you will see that the class periods of a unit of work in this course

are designated as introduction, laboratory, discussion and testing. During this class period we will consider the first two of these.

As you have already been told, the introduction has been planned to help you to have a better understanding of the topic with which the unit deals. It may take one or more of the following forms:

1. A field trip.
2. A story either told or read, or presented on the mimeographed sheet.
3. The presentation of either still or moving pictures.
4. A forum discussion.

Laboratory periods are class periods, in which you are expected to work for solutions of the questions and problems presented to you on the guide sheet. Other uses which you may make of these laboratory periods are the development of optional activities and notebook work. These periods are not intended to eliminate the necessity of homework but are meant to relieve the burden of it. Here you have the use of the school reference materials, you have the guidance of your teacher and the cooperation of your fellow pupils, if you desire that. These are the ways in which the laboratory may be used by you.

1. You may use it for independent research and study while you are seeking answers and solutions to the questions and problems.
2. You may use it for cooperative research and study while you are seeking answers and solutions to the questions and problems.
3. You may use it for work in building up your notebook.
4. You may use it for the preparation of one or more of the optional activities listed in the small card file.

Assignment for the fourth class period.-- The discussion periods give you a chance to exchange information and judgments, which you have acquired as a result of your work in the laboratory periods. This may be done by means of floor talks, special reports, forum discussions, panel discussions, debates, display of booklets, pictures, or other activities which you may have prepared.

At the conclusion of each unit of work you will be given a written test, the purpose of which will be to determine your understandings, and judgments as well as informations which you have received during the study of this unit. The tests will include four types of questions which are: multiple choice, completion, and matching, and true or false. Occasionally, an oral test or an essay type test may be used.

Assignment for the fifth class period.-- This period will be divided into two parts. For the first 20 minutes you will be permitted to ask questions, the answers to which will help you to a better understanding of the work studied thus far in this unit. The remainder of the period will be used for an essay type test.

Mastery Test

Directions.-- Use complete statements in your answers to the following questions.

1. In what ways is the guide sheet intended to help you in the preparation of your lesson assignments?
2. Besides the guide sheet what are the other parts of the unit assignment?
3. What is the purpose of the introduction at the beginning of the

unit assignments?

4. If you were to be given your choice of an introduction in the form of a story, discussion, field trip, or exhibition of pictures, which would you choose? State your reason for your choice.

5. What is meant by the statement that the time schedule is tentative?

6. In what ways does a laboratory period differ from a regularly scheduled study period?

7. What are some of the ways in which you may employ your time during a laboratory period?

8. How do optional activities differ from activities which are not optional?

9. How will you proceed if you wish to prepare an optional activity, which is not listed on any card in the file?

10. Describe one desirable way of keeping a complete record of your answers and solutions to the questions and problems.

11. Explain the meaning of the numbers at the end of questions and problems in the guide sheet.

12. Where will you be able to find the reference books and materials for your work in this course?

13. Make as complete a list as you possibly can of the different kinds of optional activities available to you in the work of this course.

14. What are some of the reasons why it is desirable to have discussion periods following the work of the laboratory periods.

15. What types of questions may you expect in the mastery tests, which will be given to you at the completion of your study of a unit of work in this course?

CHAPTER III

TOPIC: THE UNION RECONSTRUCTED

The Unit

The Civil War succeeded in settling the two important questions of secession and slavery. In doing this, it created other problems almost as great. The matter of restoring normal living among all the people was no easy task. When the war came to an end, the soldiers of both the North and the South had to be mustered out and returned to peaceful ways of living. Industries had to be revived and created to take care of the reemployment of the discharged soldiers, and to provide for the material needs of a stricken people. It was necessary to make provision for the well-being of nearly four million newly freed Negroes. The Southern States, which had attempted secession, had to be restored to their proper places in the government of the Union.

There were great difficulties in the way of accomplishing these things. Greatest among these was the feeling of unfriendliness that continued to exist in the minds and hearts of the two factions so recently at war with one another. A victorious, but still hostile, North felt impelled to force its will upon a defeated and resentful South. Then, too, the death of President Lincoln made the task of reconstruction more difficult. The soldiers of the North were restored to the duties of civilian life without much trouble, because they returned to homes, industries, and local governments little impaired by the the ruthless destruction of the war. The men of the South

returned to homes and industries badly shattered. They returned to bankrupt and disorganized local governments. They returned to the social problem of living in communities with great numbers of Negroes, who possessed little understanding of how to use their newly-obtained freedom.

Delimitation of the Unit

The North felt that it faced three major reconstruction problems.

1. Measures must be undertaken to prevent another such conflict.
2. Southern leaders responsible for the war should be punished.
3. The four million newly freed Negroes must be helped to find their proper places in society as useful self-sustaining citizens.

The South found itself faced with four difficult problems of reconstruction.

1. Homes had to be rebuilt.
2. It was necessary to restore local governments.
3. Industries had to be restored on a new labor basis.
4. For both white people and black, adjustments were necessary under entirely new social relationships.

As victors of the struggle, the North assumed the right to establish reconstruction plans. President Lincoln proposed a plan, which might have succeeded, but for his death. By it, the Southern States were to be restored to their former places in the government of the Union by doing these three things.

1. They were to deny the right of secession.
2. They must agree never to pay any part of their war debts.

3. They must adopt the Thirteenth Amendment.

Following the death of Lincoln, Congress, which was hostile to President Johnson, made its own plans for reconstruction. It did five things.

1. In an attempt to punish the people of the South, it passed a law placing them under the rule of five army officers.
2. In order to better the social conditions of the Negroes, it established Freedmen's Bureaus.
3. It passed the Civil Rights Bill, which, but for the veto of the President, would have given the Negroes citizenship.
4. It passed the Fourteenth Amendment, which gave the Negroes full citizenship.
5. By passing the Fifteenth Amendment, it gave the Negro the right of franchise.

The defeated peoples of the South resented the actions of Congress.

1. They adopted Black Code laws, by which they forced some of the ex-slaves to work.
2. At first, by following the advice of President Johnson, they refused to ratify the Fourteenth Amendment.
3. The better class whites of the South resorted to illegal means, and later to legal ones, of preventing the Negroes from voting. By doing so they gained control of their local governments.

President Rutherford B. Hayes brought the military reconstruction measures to an end by ordering northern soldiers to be withdrawn from the southern districts.

List of Readings and Materials for the Teacher

History texts. (Basal).

1. Leonard, Arthur R., and Jacobs, Bertha B., The Nation's History. p. 434-444.

2. Woodburn, James Albert, and Moran, Thomas Francis, Elementary American History and Government. p. 387-400

History texts. (Supplementary).

1. Casner, Mabel B., and Gabriel, Ralph Henry, Exploring American History. p. 501-509.

2. ----------, and ----------, Exploring American History, Teacher's Manual. p. 63-65; 104-106; 160-166.

3. Chapman, Henry Smith, and Whitney, Orrello C., The History of Our Nation. p. 298-317.

4. Cornish, Hubert R., and Hughes, Thomas H., History of the United States. p. 342-353.

5. Halleck, Reuben Post, History of Our Country. p. 409-423.

6. Hart, Albert Bushnell, Source Book of American History. p. 336-352.

7. Robbins, Charles L., School History of the American People. p. 377-400.

8. _____, A History of American Civilization. p. 513-536.

9. Rugg, Harold, A History of American Government and Culture. p. 353-371.

10. Tryon, Rolla M., Lingley, Charles R., and Morehouse, Frances, The American People and Nation. p. 485-507.

11. Vannest, Charles Garrett and Smith, Henry Lester, Socialized History of the United States. p. 368-388.

12. West, Ruth and West, Willis Mason, The Story of Our Country. p. 380-388.

History workbooks and study guides.

1. Chadwick, G. E., Comprehensive Guidebook and Manual for American History. p. 89-103.

2. Leonard, Arthur D., and Jacobs, [illegible], Student's Record. p. 205-211.

3. [illegible], B. J., [illegible] in American History, [illegible]. p. 73-74.

4. Vannest, Charles Garrett, Workbook in United States History. p. 137-149.

5. [illegible], Walter R., A Work Book in United States History for Use with The Growth of a Nation. p. 107-108.

6. West and Wallace, Our Country's Story. p. 130-132.

7. Wilson, Robert E., and Wilson, Florence M., Workbook in United States History for Higher Grades. p. 139-140.

The Teaching Procedures to be Followed in Presenting This Unit

The first class period is to be under direct leadership of the teacher. Explain the meaning of the word "reconstruction", and present concrete illustrations. Compare the reconstruction of the South to the convalescence of persons beaten in a fight. Use the narrative forms at the beginning of the mimeographed guide sheets. Allow pupils to spend about five minutes in reading this silently. During the next five minutes or so, allow the pupils to read silently and think reflectively about the introductory questions, which are at the bottom of the second page of the guide sheets. Then use these questions as a basis of a forum discussion. Have the pupils use the next four periods as laboratory periods. Follow that with four periods of discussion and presentation. Administer the mastery test during the tenth period.

The Unit Assignment

Reconstruction - Why Necessary - How Accomplished?

Introduction.-- Reconstruction means building again. Reconstruction is quite sure to follow in the wake of any disaster to the people of an. If today a disastrous fire should destroy our business district of our town, some of our people, officials, business men and laborers would start to work in the work of rebuilding on the site of the ruins. Whenever the flood waters of our great rivers cause disaster to the farm lands and the towns that border their banks, the tasks of reconstruction begin as soon as the waters recede. There it usually happens that the experts of government and business visit the scenes of destruction in order to study conditions and devise plans intended to prevent, or at least, lessen the possible damage from future floods.

Imagine, now, if you can, a scene in which four of our local citizens, living on the same street, are having a spirited discussion. Two of these citizens live on the northern side of the street. The other two live on the southern side. As the discussion progresses it gradually develops into an argument. Finally, the argument ends in a fistic battle, with the citizens of the northern side aligned against their southern neighbors. For quite a long time neither side appears to be much the superior. At last, however, the fight ends with the northern citizens badly bruised, but victorious. The southern citizens are severely beaten, and are badly in need of medical treatment. At this point, the victors announce that they both are doctors, and that they, because of their victory, are entitled to prescribe for their victims. Furthermore they intend to administer the medicine. The

injured citizens object and signify their desire to administer first aid to themselves. They are denied this right. Next, the doctors become involved in a quarrel as to the best kind of treatment to give to their injured neighbors. As a result of this quarrel, each doctor gives his own prescription, and seeks to administer it. After about ten days of this kind of treatment, the patients are allowed to convalesce under the care of their own family doctors.

Questions to be read, thought about, and discussed.-- Consider each of the following questions carefully, and be prepared to discuss it at the first class period.

1. What were the questions that were definitely settled by the Civil War?
2. Can you think of any problems that the Civil War may have created for the people of either the North or the South?
3. To what extent can friendships be restored after a quarrel and fight between neighbors?
4. Are wars ever satisfactory methods of settling disputes? Explain your answer.
5. Is it always possible to keep discussions on a friendly basis, and so avoid quarrels?
6. What are some of the different kinds of rebuilding and repair work that usually are necessary after any violent quarrel?

Questions and problems.-- Find as complete an answer or solution, as possible, to each of the following. Then, write neatly in your notebook such notes and statements as may be necessary to show your

findings or conclusions for each.

1. By using a dictionary, find the definition of each of the following words:

   a. Reconstruction.

   b. Secession.

   c. Amendment.

   d. Freedom.

   e. Citizenship.

   f. Franchise.

   g. Disqualification.

   h. Impeachment.

2. What were the three problems of reconstruction, which the Northern people saw before them? (B I:435-436; B 2:367).

3. Make a list of the difficult problems that confronted the people of the South at the close of the Civil War. (B I:435 and448-449; B 2: 368).

4. Why were changes necessary in the old plantation system of the South after the War? (B I:450-451; B 2:381-382; S 11:520-523).

5. How was the industrial life of the peoples of the South changed after the War? (B I:450-451; B 2:385; S 11:523-530).

6. Make a list of three or four different ways in which the Southern soldiers returning to their homes were worse off than the Northern soldiers. (B I:435 and 448; S 14:487-490).

7. Why did not the Negro know how to use wisely his newly obtained freedom? (B I:435 and 448).

8. What was President Lincoln's attitude towards the defeated South? (B I:436).

9. Write down all the important features of President Lincoln's plan for reconstruction. (B I:436).

10. What reasons could President Lincoln have had in insisting that the defeated Southern states should never pay any part of their war debt? (B I:436).

11. Why did President Lincoln's death serve to increase the ill-feeling between the North and the South? (B I:436-437).

12. Why was President Johnson distrusted by the people of the North? (B I:437-438).

13. How did President Johnson's plan for reconstruction differ from that of President Lincoln's? (B I:438-439; B 2:387-388).

14. What reasons did Congress have for its quarrel with President Johnson over the matter of reconstruction? (B I:439; B 2:388).

15. What was President Johnson's attitude towards the South? (B I:438-439; B 2:387-388).

16. What were the reasons given for the impeachment proceedings against President Johnson? (B I:439; B 2:393).

17. Did Congress have any legal right to impeach the president? (B I:Appendix II, Article II, Section 4).

18. Who was the better leader, Lincoln or Johnson? Give your reasons for answering as you do. (B I:437-438; B 2:387).

19. What was the attitude of Congress towards the defeated Southern States? (B I:438-441; B 2:388-392).

20. How did Congress expect to accomplish reconstruction by the establishment of military districts in the South? (B I:439-440; B 2:388-392).

21. Just what were the purposes of the Freedmen's Bureaus? (B I:438; B 2:389).

22. What did Congress hope to accomplish by passage of the Civil Rights Act? (B I:438; B 2:390).

23. What three Amendments were added to the Constitution as a direct result of the Civil War? (B I:430; 438-439; 440-441; B 2:368; 389-390; 393-394).

24. In your own words, write out brief statements in which you tell what each of these Amendments did for the Negroes.

25. Why did the Southern states, at first, refuse to ratify the Fourteenth Amendment? (B I:338-339; B 2:390-391).

26. How did the people of the South feel toward the reconstruction measures, as provided for them by Congress? (B I:440-441; B 2:390-391).

27. What different groups succeeded in gaining control of the state governments in the South, during the period immediately following the Civil War? (B I:441-442; B 2:394-395).

28. Just what was the so-called Carpetbag and Scalawag government? (B I:441; B 2:394).

29. If you had been a citizen of the South, would you have disliked the Carpet-bagger-Negro rule? Give reasons.

30. How did the white leaders of the South finally gain control of

their local governments? (B I:441-442; B 2:394-395).

31. What means did the white people of the South take to deprive the Negroes of their right to vote? (B I:441-442; B 2:394-395).

32. Why was the Ku Klux Klan organized? (B 2:394-395).

33. How did the people of the North feel about the "Black Codes"? (B I:438; S 13:490).

34. How were the reconstruction measures, imposed upon the South by the North, finally brought to an end? (B I:443; B 2:401-402).

35. In the light of what you now know, what reconstruction measures would you have favored for Southern states, had you been a member of Congress at that particular period of American History?

36. How have conditions changed for the Negroes to the betterment of their opportunities, since the days of reconstruction? (B I:442-443; S 15:384; S 16:207-208).

37. What were some of the reasons why the Negroes of reconstruction days needed better educational opportunities? (B I:442-443).

References for pupil use.--

History texts. (Basal).

1. Leonard and Jacobs, The Nation's History.
2. Woodman and Moran, Elementary American History and Government.

History texts. (Supplementary).

1. Arnold, Problems of American Life.
2. Casner and Gabriel, Exploring American History.
3. Chapman and Whitney, The History of Our Nation.
4. Cornish and Hughes, A History of the United States for Schools.
5. Halleck, History of Our Country.

6. Hart, A Source Book of American History.

7. Jackson, Boyle Life of Booker T. Washington.

8. Logie, From Columbus to Lincoln.

9. Monroe-Miller, The American Spirit, A Basis for Democracy.

10. Robbins, School History of the American People.

11. Rugg, A History of American Civilization.

12. ____, A History of American Government and Culture.

13. Tryon-Lingley-Morehouse, The American People and Nation.

14. Vannest and Smith, Socialized History of the United States.

15. West and West, Our Country.

16. Williamson, Problems in American Democracy.

Tentative time schedule for this unit.-- This unit will require about two weeks of time.

First period,	- Introduction.
Second period,	- Laboratory procedures.
Third period,	- Laboratory procedures.
Fourth period,	- Laboratory procedures.
Fifth period,	- Laboratory procedures.
Sixth period,	- Discussion and presentation.
Seventh period,	- Discussion and presentation.
Eighth period,	- Discussion and presentation.
Ninth period,	- Discussion and presentation.
Tenth period,	- Mastery test over this unit.

Optional related activities.-- Pupils may obtain teacher approval of other related activities of their own choosing.

1. Prepare a debate on either side of the question, "Congress had a better plan for reconstruction than did President Johnson". Two pupils may take opposite sides of this question, if they desire to do so, and then present the results of their efforts to the class. (S 13:491-493; S 14:369-382).

2. Write a brief paragraph about the industries of each of the following manufacturing cities of the "New South".

   a. Chattanooga, Tennessee.

   b. Memphis, Tennessee.

   c. Atlanta, Georgia.

   d. Galveston, Texas. (S 11:530-535).

3. Write a two page account of any one of the following industries, which have developed in the South since 1880.

   a. Iron and steel. (S 11:442-444; 525; 530).

   b. Coal mining. (S 11:442).

   c. Lumbering. (S 11:526-527).

   d. Oil. (S 11:526).

   e. Cotton manufacture. (S 11:516-520).

4. Imagine yourself to be a Northern senator at the close of the Civil War. Prepare a written speech in which you tell what you think of President Johnson's plan for reconstruction. (S 14:372).

5. Imagine yourself a leading citizen of the South. Write a letter to President Hayes telling him of your feelings about "Military Reconstruction". (S 6:342-344).

6. Write a short play having, as your characters, two men, who are

discussing the relative merits of the plans of President Johnson and Congress for the reconstruction of the South. (S 6:344-346; 348-351; S 13:491-493).

7. Draw a cartoon in which you show how men like Stevens and Sumner looked upon Lincoln's plan for reconstruction in the South. (S 6:344-346; S 14:372).

8. Draw an original picture, in which you show the effect which the abolition of slavery has had upon the industrial life of the South. (S 11:514-515).

9. Draw a cartoon, in which you depict the general attitude taken by the Negroes toward their newly gained freedom. (S 12:355; 366-368).

10. Draw a cartoon showing the effect of the Thirteenth Amendment upon the Negroes. (S 3:299; S 11:514-515).

11. Draw an original picture in which you show some of the social conditions, which existed in the South, as a result of the freeing of the Negroes. (S 12:355; 366-368).

12. Draw a cartoon showing the effect of the Fourteenth Amendment upon the Negroes. (S 3:305).

13. Draw a cartoon showing the effect of the Fifteenth Amendment upon the Negroes. (S 15: Appendix 15).

14. Make a set of two cartoons, in which you show the conditions faced by both Northern and Southern soldiers on their return to civil life. (S 13:485-490).

15. Draw an original cartoon, in which you show the feeling that existed between Congress and President Johnson. (S 14:375-378).

16. Make a set of two illustrations, in which you picture some of the conditions or situations that faced the Negroes at the close of the Civil War. (S 12:355; 366-368).

17. Make a set of two illustrations, in which you picture some of the conditions or situations that faced the whites of the South at the close of the Civil War. (S 13:487-490).

18. Make a set of three illustrations, in which you show the three problems, which the people of the North felt faced them at the close of the Civil War. (S 14:369-370).

19. Memorize and recite to the class the poem, "O Captain, My Captain", by Walt Whitman. (S 9:61-62).

20. Prepare a three minute, oral report on the subject "General Grant as President". (S 12:379; 411-412).

21. Prepare a three minute, oral report on the subject, "Andrew Johnson as President". (S 12:359-365).

22. Prepare a three minute, oral report on "The Life of Booker T. Washington". (S 3:313; S 15:384; S 16:211-212).

23. In "Problems of American Democracy" by Williamson, you will find a chapter entitled, "The Negro". Read this chapter, and then prepare a three minute floor talk in which you compare the Negro citizen at the close of the Civil War with the Negro citizen of today. (S 16:206-213).

24. In "Problems of American Life" by Arnold, you will find a chapter entitled, "The Race Problem". Read this chapter, and then prepare a three minute talk upon any one of the three following topics

relating to the Negro.

a. His economic status. (S 1:425-428).

b. His political status. (S 1:428-429).

c. His social status. (S 1:429-430).

25. Read in Hart's "Source Book Of American History" an account of the "Condition of the South (1865)". Be prepared to tell the class in a three minute floor talk a summary of what you have read. (S 6:336-339).

26. In Hart's "Source Book of American History" you will find "A Southerner's Advice on Reconstruction". In a three minute floor talk, tell the class what his advice was. (S 6:342-343).

27. Imagine that you were a large planter in one of the Southern states. In a three minute floor talk, tell the class of your difficulties in securing satisfactory labor after the abolition of slavery. (S 15:385-386).

28. Read to the class the story of "Lincoln's Sympathy", as told by Ida M. Tarbell in "The American Spirit A Basis for World Democracy", by Monroe-Miller. (S 9: 50-51).

Mastery Test

Multiple-choice type,-- In the statements given below there are three or four suggested completions. Read each carefully, and then insert in the space at the right margin the letter which precedes the completion, that you would chose as the correct one. Study the following example carefully before answering any of the questions, which are below.

Example: Lincoln's plan for Reconstruction was

a. to punish the Southern States.
b. to restore the Southern States to the Union.
c. to prevent the extension of slavery.
d. to give the Negroes the right to vote. (b)

1. The Civil War settled the question of

a. the right of Negroes to vote.
b. the right of Negroes to hold office.
c. the freedom of the Negroes.
d. the freedom of the Negroes from work. (_____)

2. After a war between two factions, friendly relations

are best restored by

a. inflicting punishment upon the defeated faction.
b. an attitude of tolerance on the part of both.
c. generous treatment of the defeated by the winner.
d. military control of the defeated. (_____)

3. The Civil War created the following problem

a. What treatment should be given the freed Negroes?
b. Did Congress have the right to impeach the President?
c. Should the Southern States ever be readmitted to the Union?
d. Did the freedom of the Negroes make them citizens? (_____)

4. The best method of settling a dispute is

a. war.
b. compromise.
c. isolation.
d. arbitration. (_____)

5. At the close of the Civil War. The white people of

the South were confronted by the following problems

a. the punishment of their war-time leaders.
b. the establishment of military districts.

c. the securing of control of their local governments.
d. the abolition of slavery. (_____)

6. At the close of the Civil War, the people of the North were confronted with the problem of

a. providing for the ex-slaves.
b. the settlement of the war debt.
c. the passage of Black Codes.
d. the impeachment of President Johnson. (_____)

7. Congress established the Freedmen's Bureau in order to

a. make it possible for the Negroes to vote.
b. to prevent the Negroes from voting.
c. to give aid to needy Negroes.
d. to made the Negroes citizens. (_____)

8. The Fourteenth Amendment provided for

a. the freedom of the Negroes.
b. the franchise of the Negroes.
c. the punishment of the Southern leaders.
d. the citizenship of the Negroes. (_____)

9. President Lincoln's plan for reconstruction provided for

a. a refusal on the part of the Southern States to pay their war debts.
b. a refusal on the part of the Southern States to allow the Negroes their citizenship.
c. Southern insistence on the right of secession.
d. adoption of the Fifteenth Amendment. (_____)

10. President Johnson's attitude toward the South was

a. hostile.
b. friendly.
c. intolerant.
d. fair. (_____)

11. The attitude of Congress toward the South was

a. fair.
b. cooperative.
c. unfriendly.
d. tolerant. (_____)

12. President Lincoln insisted that the Southern States should not pay their war debts because

a. the debts were too great.
b. the debts were owed to foreign countries.
c. the debts were unfair.
d. the debts were illegal. (_____)

13. Congress quarreled with President Johnson because

a. the President was a Southern Democrat.
b. it did not fully trust him.
c. the President had a limited school education.
d. the President was unfair in his attitude towards the South. (_____)

14. Congress has the legal right to impeach the President because

a. it is not subject to the laws of the Constitution.
b. it has the power to enact into law any measure that it wishes.
c. it has the consent of the Supreme Court.
d. it is granted the right by the Articles of the Constitution. (_____)

15. The Southern States, at first, refused to ratify the Fourteenth Amendment because

a. it was unfair to them.
b. President Johnson advised them against doing so.
c. they were stubborn.
d. they were determined to reject all Northern plans for them. (_____)

16. Lincoln was a better leader than Johnson because

a. he was more experienced.
b. he was more honest.
c. he was more forceful.
d. he was more tactful. (_____)

17. The Ku Klux Klan was organized to

a. help the Southern States under reconstruction

to resist the orders of military governors.
b. resist the rule of the Carpetbaggers.
c. frighten the Negroes from voting.
d. force the Negroes to go back to the work on the plantations. (_____)

18. Reconstruction measures were finally brought to an end by

a. Acts of Congress.
b. Decrees of President Johnson.
c. Southern resistance.
d. Orders from President Hayes. (_____)

19. The scalawags were

a. Southerns of rather poor character.
b. Negroes with little or no education.
c. Northerners, who settled in the South in order to gain such control as they could over local government.
d. the white political leaders of the South during the period of reconstruction. (_____)

20. Congress brought impeachment proceedings against President Johnson because

a. he advised the southern states not to ratify the Fourteenth Amendment.
b. he vetoed the Civil Rights Bill.
c. he was a Southern Democrat.
d. he ignored the Tenure of Office Act in his attempted dismissal of Mr. Stanton, the Secretary of War. (_____)

21. At first, the only state to accept readmission to the Union under the Congressional plan was

a. South Carolina.
b. Georgia.
c. Florida.
d. Tennessee. (_____)

22. The plan of Congress for reconstruction

a. made the slaves freedmen.
b. established schools for the Negroes.

c. made citizens of the freedmen.
d. made military governors of the white leaders of the South. (_____)

23. Charles Sumner was

a. a Northern radical in Congress.
b. Vice President during Grant's administration.
c. a white leader in the South.
d. a Northerner, who sympathized with the Southern cause. (_____)

24. By means of the Black Codes the white people of

the South sought to

a. make the ex-slaves work.
b. frighten the ex-slave away from the voting places.
c. obtain readmission to the Union.
d. confer citizenship upon the Negroes. (_____)

25. By establishing Freedmen's Bureaus, Congress

succeeded in

a. preventing the Negroes from voting.
b. protecting the Northern "Carpetbaggers" from the Southern "Scalawags".
c. giving the Negroes the right to hold office.
d. rendering aid to the needy Negroes. (_____)

26. Thaddeus Stevens was

a. Lincoln's Secretary of State.
b. dismissed by President Johnson from his position as Secretary of War.
c. responsible for the idea that the Southern States had no rights that the North was bound to respect.

d. impeached by Congress. (_____)

27. A part of the Congressional plan for reconstruction

was

a. five military districts in the South.
b. the Thirteenth Amendment.
c. the Black Codes.
d. the passage of the Tenure of Office Act. (_____)

28. The Northern leaders in Congress held that re-

admission of the seceded states to the Union was

a power belonging to

a. the Supreme Court.
b. Congress.
c. the President.
d. the legislatures of the Southern states. (_____)

29. The Civil Rights Bill was intended to

a. protect the Negroes from the Ku Klux Klan.
b. provide work for the needy freed Negroes.
c. give the Negro the right of franchise.
d. give the Negro his citizenship. (_____)

30. President Johnson's reason for vetoing the

Civil Rights Bill was that

a. it prevented him from dismissing Secretary Stanton from his cabinet post.
b. it was unfair to the Negro.
c. It was unfair to the Southern whites.
d. it made the Negroes socially equal to the whites.
e. he believed reconstruction to be the business of the President and not the Congress. (_____)

31. President Johnson's veto of the Freedmen's Bureau

Bill was made on the grounds that it was

a. unconstitutional.
b. unnecessary.
c. unfair to the whites of the South.
d. unwise. (_____)

Matching Type.-- In the column at the left you will find words, expressions and personal names. In the column at the right you will find definitions or descriptions. Match these two columns by inserting in each space at the right margin the number of the correct word, name or expression at the left. Before answering any of the questions which

Below, [illegible] carefully the previous question given below.

Example:

a. Zachary Taylor.
b. Ulysses S. Grant.
c. Robert E. Lee.
d. Andrew Johnson.
a. Impeachment.
b. Freedom.
c. Amendment.
d. Citizenship.
e. Secession.
f. Reconstruction
g. Disqualification.
h. Franchise.
i. Fourteenth Amendment.
j. Freedman's Bureau.
k. Thirteenth Amendment.
l. Black Codes.
m. Military Reconstruction Measure.
n. Fifteenth Amendment.
o. Civil Rights Bill.
p. Booker T. Washington.
q. Rutherford B. Hayes.

1. Lincoln-in-chief of the Federal armies in 1864 and 1865. (_____)

2. The process of reorganizing the Southern States after the Civil War. (_____)

33. The constitutional right to vote. (_____)

34. By its terms no person could be denied the right to vote, because of "race, color or previous condition of servitude". (_____)

36. A measure passed by Congress, but vetoed by the President, which gave the negroes full rights of citizenship. (_____)

[illegible]. Act of changing the [illegible] crime or misdemeanor to [illegible]. (_____)

r. John Wilkes Booth.

s. Andrew Johnson.

t. Charles Sumner.

u. Salmon P. Chase.

v. Ku Klux Klan.

w. Carpet-Baggers.

x. Samuel J. Tilden

y. Rutherford B. Hayes

z. Scalawags.

37. Act of withdrawal of a state from the Union. (_____)

38. Act of improving or altering in a formal way. (_____)

39. Laws passed by some of the Southern States in their attempt to force the freed Negroes to work. (_____)

40. Relief stations established in the South to give aid to the ex-slaves. (_____)

41. The state of owing allegiance to a government, and enjoying the rights and privileges of it. (_____)

42. An act of Congress, which divided the whole South into five military districts. (_____)

43. The quality of being at liberty. (_____)

44. Act of Congress.

providing a plan for reconstruction, and among other things, giving the Negro his citizenship. (_____)

45. The act of taking away some right or privilege or power. (_____)

46. Vice President at the time of Lincoln's death. (_____)

47. President who was impeached. (_____)

48. President, who ended Military Reconstruction. (_____)

49. Famous Negro leader and founder of Tuskegee Institute. (_____)

50. Lincoln's assassin. (_____)

51. A radical Northern leader in Congress, who wanted to punish the South. (_____)

52. Northerners, who settled in the South for selfish

[illegible] at the close of the Civil War.

[illegible].--(Result and cause). In the space provided at the right of each cause, write the number of the result which matches it.

Results	Causes	
a. The Northern soldiers returned to homes little disturbed by the ravages of war because	53. They were unchallenged.	(_____)
	54. They owed nothing, inasmuch as their acts of secession were illegal.	(_____)
b. The Southern States at first refused to ratify the Amendment giving the Negroes citizenship, because	55. It was a strange new experience for them.	(_____)
	56. Cheap Negro labor was no longer available.	(_____)
c. The ex-slaves as a whole were unfit for the privilege of voting, because	57. The battlegrounds of the war were in the South.	(_____)
	58. They could not agree on the severity of the Reconstruction measures.	(_____)
d. The white leaders of the South used illegal means of keeping the Negroes from voting, because	59. The legal means which they tried had failed.	(_____)
	60. President Johnson advised them against doing so.	(_____)
e. President Lincoln declared that the defeated	61. Congress passed a law giving all the Negroes a	

f. The Negroes did not have enough money to use their newly gained freedom, because

g. The whole industrial life of the South was changed after the war, because

h. Congress and President Johnson quarreled because

i. The returned southern soldier found no workers of the kind to which he was accustomed, because

j. Johnson had been nominated for the vice-presidency because

k. The death of Lincoln was followed by greater anger toward the South because

l. Northern men disliked the Black Codes because

m. The Civil Rights Bill was passed by Congress to give the Negroes the rights of citizenship because

right to relationship and leading Southern citizens could not do so. (_____)

62. Some of the northern congressmen thought the South ought to be punished more severely. (_____)

63. Four million Negro slaves had been set free and were unwilling to work. (_____)

64. Congress thought the Negroes ought to be protected from their masters. (_____)

65. The Southern leaders wished to use a legal method of keeping the Negroes from voting. (_____)

66. He tried to make it easier for his race to become educated. (_____)

67. The Republican convention thought they could win more votes for their ticket if they had a

n. [illegible] the Southern States refused to ratify the Fourteenth Amendment because

o. Military reconstruction was adopted by Congress because

p. Government by the ignorant and wicked in the South became possible because

q. Laws requiring voters to be able to read and to write were passed in several southern states because

r. Booker T. Washington became one of the great leaders of Negro progress because

southern [illegible]. (_____)

69. Such measures looked like a restoration of slavery. (_____)

68. President Johnson advised them not to do so. (_____)

70. Booth, the assassin, was known to be a southern sympathizer. (_____)

CHAPTER IV

TOPIC: THE BEGINNING OF BIG BUSINESS.

The Unit

Previous to the Civil War the United States was considered one of the world's leading industrial nations. The war acted as a check to industrial progress. At its close, however, the growth of industries became so great and so rapid that the United States soon found itself the leading agricultural and manufacturing nation of the world. The great economic and industrial growth of the United States developed along the lines of agriculture, manufacturing, transportation, communication, and merchandising. Factors making this possible were: America's vast areas of fertile soil; its great forests; its extensive natural deposits of iron, coal, and oil; and the remarkable inventive skill and the business enterprise of American minds.

Delimitation of the Unit

There were several factors entering into the remarkable achievements in agriculture in America following the Civil War.

1. The Homestead Act had made available vast areas of fertile soil in the West.
2. Numerous labor saving farm machines were invented or improved. Some of these were mowers, reapers, binders, threshers, huskers, gang plows, disk harrows, hay rakes, tedders, loaders, cutters, tractors, planters, diggers, spreaders, milkers, and cream

separators.

3. With the establishment of experimental stations, agricultural colleges, and the Department of Agriculture at Washington, agriculture made definite scientific advances.

4. Extensive irrigation projects did much to promote agricultural development in the semi-arid lands of the West.

5. In the South the diversification of crops was an agricultural advance.

In manufacturing the United States became the leading nation of the world. There were four primary reasons for this.

1. The country possessed rich, undeveloped, natural resources, most important of which were immense forests, large deposits of coal, iron, oil, gold and silver.

2. Americans were possessed with inventive skill and ingenuity to an unusual degree. Some of the innumerable labor saving machines developed and used in factories during this period were for spinning, weaving, cutting and sewing. Steam shovels, traveling cranes and hoisting machinery were invented for construction work. The improvement of the process for the making of steel, the process for refining oil, and the vulcanizing of rubber did much to promote manufacture.

3. The development of steam, gasoline and electrical power were very important factors in the industrial progress of this period.

4. The coming of the large factory systems increased production and lowered the cost.

Improved means of transportation increased the ease and lessened the cost of moving both raw materials and manufactured goods.

1. Railroad lines were improved and extended. Among these was the construction of the transcontinental railroad.
2. Electric cars replaced horse cars.
3. Automobiles came into use.
4. Aeroplanes were in the early stages of being practical.
5. Internal waterways were improved and the merchant marine was expanded.

Means of communication improved greatly and thereby did much to advance industrial progress.

1. Transmission of wireless messages was made practical with the invention of the telegraph.
2. Trans-oceanic messages were made possible by the laying of the Atlantic Cable.
3. The invention of the telephone made it possible to transmit spoken messages over long distances.

Improved methods in the buying and selling of merchandise was a definite part of the "Big Business" movement.

1. Merchants began selling their goods at marked prices.
2. Advertising of wares became a most important step in the selling process.
3. Many partnerships changed their form of ownership to corporations.
4. Department stores, carrying many lines of merchandise under one roof, came into existence.

5. Merchants achieved more fully than ever before, the idea of rendering service to their customers.

Great banking institutions grew up to assist other industries.

1. They collected money, and made it available for loans.

2. They induced foreign capital to invest in American enterprises.

List of Readings and Materials for the Teacher

History texts. (Basal).

1. Leonard, Arthur R., and Jacobs, Bertha B., The Nations History. p.447-505.

2. Woodburn, James Albert, and Moran, Thomas Francis, Elementary American History and Government. p.468-488.

History texts. (Supplementary).

1. Casner, Mabel B., and Gabriel, Ralph Henry, Exploring American History. p.560-627.

2. Chapman, Henry Smith, and Whitney, Orrello C., The History of Our Nation. p.317-363.

3. Cornish, Hubert E., and Hughes, Thomas H., History of the United States. p.387-403.

4. Faris, John T., Real Stories from Our History. p.207-212, 283-301.

5. Freeland, George Earl, and Adams, James Truslow, America and the New Frontier. p.116-192.

6. Gordy, Wilbur F., Stories of Later American History. p.281-298, 310-322.

7. Halleck, Reuben Post, History of Our Country. p.459-467.

8. Lefferts, Walter, American Leaders. p.67-143.

9. Nichols, Roy F., Bagley, William C., and Beard Charles A., America Today. p.1-47, 145-153.

10. Woblins, Charles L., School History of the American People. p.389-446.

11. Rugg, Harold, A History of American Civilization. p.385-512.

12. ----------, An Introduction to American Civilization. p.155-347

13. ----------, Our Country and Our People. p.241-267.

14. Tryon, Rolla M., Lingley, Charles R., and Morehouse, Frances., The American People and Nation. p.514-568.

15. Varnest, Charles Garrett, and Smith Henry Lester, Socialized History of the United States. p.389-414.

16. West, Ruth and West Willis Mason, The Story of Our Country. p.389-423.

Manuals, workbooks and study guides.

1. Casner, Mabel B., and Gabriel, Ralph Henry, Teacher's Manual For Exploring American History. p.108-113, 172-178.

2. Holmes, Nellie L., A Unit Workbook in American History. p.79-100.

3. ----------, Mastery Tests in American History. p.23-28.

4. ----------, Key to Mastery Tests in American History. p.5.

5. Leonard, Arthur P., and Jacobs, Bertha E., Student's Record. p.245-219.

6. ----------, and ----------, ----------, Teacher's Manual to Accompany The Nation's History and Student's Record and Tests. p.33-35, 66-72.

7. Storrand, W. G., Study Guide Tests in American History, Part 11. p.87-99.

8. Varnest, Charles Garrett, Work Book in United States History. p.150-182.

9. West, Walter P., A Work Book in United States History for Use With the Growth of a Nation. p.121-130.

10. West and Wallace, Our Country's Story. p.135-150.

11. Wilson, Howard E., and Wilson, Florence H., Work Book in United States History for Higher Grades. p.155-158.

Teaching Procedures to be Followed in Presenting This Unit

The first class period is to be under the direct leadership of

the lesson. During this period the teacher will present to the pupils the mimeographed assignment sheets. At the beginning of these are a series of statements contrasting the conveniences and facilities of the present time with those of fifty years ago. These statements are to form the base for forum discussions during this period. The next four periods are to be used as laboratory periods. Following this there will be four periods for discussion and presentation. The mastery test is to be administered during the tenth period.

The Unit Assignment

How Did the United States Become the Leading Industrial Nation of the World?

Introduction.--(Twenty interesting facts to be included on the mimeographed guide sheet).

1. In 1864, at the close of the Civil War there was no transcontinental railroad. In 1900, there were five such roads. Today there are at least seven.
2. Previous to 1860 it took at least thirty days for a message to reach the Atlantic coast from California. Today, that can be done in less than thirty seconds.
3. At the Centennial Exposition in Philadelphia, in 1886, the first bicycle and the first telephone made their appearance. At this Exposition, the typewriter, the telegraph, the sewing machine, the reaper and the automatic binder were such new inventions that they were looked upon with great wonder.
4. In 1864, sewers in American cities were almost unknown.

5. There were no electric lights until 1879.

6. The Atlantic Cable was laid in 1866. It was impossible to send a cablegram to Europe before that time.

7. Edison made the first phonograph in 1877.

8. The first electric car was put in use in Richmond, Virginia in 1887.

9. Moving pictures made their appearance in 1897. They were silent, short and crude at first. Pictures were made to talk in 1927.

10. In 1865 the United States was importing copper. Today, half of the copper used in the world comes from the United States.

11. In a single year now more iron is mined in the United States than in all the years previous to 1865.

12. In 1865 there were no elevated railroads and there were no subways.

13. In 1900 a ten story building in New York was looked upon with astonishment.

14. In 1870, steel was almost unknown in the United States. About the only use made of it was for cutting tools, such as knives.

15. The automobile has been in common use for only about forty years. In 1900 there were about 8,000 automobiles in the United States. In 1915 there were 2,500,000. By 1935 there were 21,000,000. In 1905, Henry Ford's factory was a small shed, where he employed about a dozen men.

16. It was about fifteen years ago that radios first appeared in the homes of our people. Even then they were very crude affairs.

17. The first successful flight in a heavier-than-air machine was made by Wilbur and Orville Wright in 1903. That was thirty-five years ago.

18. In 1900 there were no hard-surfaced highways, such as we have today. The roads then were narrow, dirty and rough.

19. Bathtubs were not in common use in American homes until the prosperous days of big business following the Civil War.

20. In about 1860 it was discovered that oil could be refined into kerosene and used to light homes. Previous to that, candles and whale oil were used for lighting purposes. Before 1900, gasoline was not considered to be of any special value. In 1860, less than a million gallons of oil were produced in the United States in one year. In 1930 about 43 billion gallons were produced.

Questions and problems.-- Find as complete an answer of solution as possible to each of the following.

1. Use a dictionary to find the meaning of the following words: After each, write its meaning on this assignment sheet.

   1. Corporation
   2. Trust
   3. Partnership
   4. Resources
   5. Diversification
   6. Scientific
   7. Consolidated

2. How did the Homestead Act, passed by Congress in 1862, help to make the United States a land of opportunity? (B I:441, and S I:546-547).

3. How did diversification of crops help to bring a return of prosperity to the farmers of the South in the years following the Civil War? (B I:450).

4. How did the Mormons succeed in making a prosperous region of the deserts of Utah? (B I:451 and 453).

5. Make a written list of the different kinds of farm machinery which have helped to make possible the great agricultural achievements of the American farmer during the last 75 years. (B I:500-501; B 2:472-474).

6. How has the farmer of the days since the Civil War been helped by each of the following?

   a. The Department of Agriculture at Washington?

   b. The state agricultural colleges?

   c. State experimental stations?

   (B 2:477).

7. How has the United States government changed parts of the great American desert of the West and the South into highly productive farm lands? (B 2:478-479).

8. How did the small scale manufacturing plants of the days before the Civil War differ from the large factory systems that came after the War? (B I:495).

9. How extensive were the undeveloped natural resources of the

United States at the close of the Civil War? Include in your answer such things as iron, coal, copper, oil, forests, fertile lands and electrical power. (B I:494, B 2:471, and B I:566-569).

10. Why can it be truthfully said that the remarkable inventive skill of the Americans, helped to make the United States the foremost manufacturing nation of the world? Prepare a written list of inventors who had a part in accomplishing this. Name their inventions. (B I:497-504, B 2:468-469; 472-474; 484-485).

11. Explain how each of the following has proven a very great help to the development of manufacturing industries.

    a. Steam power (S I:390-391).

    b. Gasoline power (S I:316).

    c. Electrical power (S I:618-619).

12. In ways as follows, compare a factory of Civil War days with a modern factory.

    a. Kind of ownership such as individual proprietorship, partnership, or corporation.

    b. Size.

    c. Styles and variety of machines used.

    d. Lighting.

    e. Safety devises.

    f. Fire protection.

    g. Sanitation.

    h. Working hours.

    (B I:495 and 504; 507-508: S I:575-576).

13. The first oil well in America was drilled by Edwin L. Drake near Titusville, Pennsylvania. Describe how the big and powerful oil companies developed from this small beginning. (B I:495-497; S I:576-579).

14. Just why did the invention of Henry Bessemer play so important a part in the growth of the steel industry? (B I:497-498; S I:571).

15. Andrew Carnegie and Henry C. Frick became partners in the production of steel. What connection did each have with the industry? (B I:497; S I:571-573).

16. The railroads had an important part in the building up of American industries. Find out as much information as you can on each of the following topics:

    a. The difficulties encountered by the builders of the first trans-continental railroad. (B I:458; B 2:482-484).

    b. How the railroads helped the farmers of the West. (B I:459-461; B 2:269).

    c. How small railroad lines were consolidated into large companies. (B I:500; B 2:374).

17. In what ways did the coming of the electric railroads improve transportation facilities? (B I:499-500; B 2:483-484).

18. How did the discovery of Charles Goodyear help to make the "horseless carriage" a success? (B I:503).

19. How did the invention of the internal combustion engine help to make the automobile a successful means of transportation? (B I:502).

20. Read the story of the business success of Henry Ford. Be prepared to tell your classmates about it. (B I:503-504).

21. How great has been the progress of water transportation during the period from 1865 to the present? (B I:565-568; B 2:371-373; S I:617).

22. In 1860 it took at least thirty days for a message to be carried from San Francisco to New York. Today, it can be done in less than one day. Make a written list of interesting facts about airplane service in the United States. (B I:597; 638-639; B 2:473; S I:616-617).

23. In what ways is the telegraph an aid to business? (B I:457 and 495; B 2:375; S I:393-394).

24. In what ways is the telephone an aid to business? (B I:498-499; B 2:484; S I:582-584).

25. Why are the ocean cables of benefit to business in the United States? (B I:498; B 2:485; S I:565).

26. The radio is the most recent means of communication. What services does it render to each of the following groups?

    a. The farmers.

    b. The manufacturers.

    c. The merchants.

    d. The financiers.

    e. The transportation companies.

    (B I:638-639; S I:618).

27. Explain how the methods of selling merchandise gradually changed

from general stores to specialty shops, and then from specialty shops to department stores. (S I:580-582).

28. Explain the meaning of each of the following expressions:

a. Marked prices. (S I:581).

b. Extensive advertising. (S I:581; 612-613).

c. Department stores. (S I:581-582; 613).

d. Installment buying. (S I:612-613).

e. Chain stores. (S I:613).

29. What use do business men make of banks? (S I:587).

30. Why have the big manufacturing and merchandising businesses of our country become dependent, to a large degree, upon the great banking institutions of Morgan, Rockefeller and others? (S I:587-588).

References for pupil use.--

History texts. (Basal).

1. Leonard and Jacobs, The Nation's History.
2. Woodman and Moran, Elementary History and Government.

History texts. (Supplementary).

1. Casner and Gabriel, Exploring American History.
2. Chapman and Whitney, The History of Our Nation.
3. Cornish and Hughes, History of the United States.
4. Faris, Real Stories from Our History.
5. Freeland and Adams, America and the New Frontier.
6. Gordy, Stories of Later American History.
7. Halleck, History of Our Country.
8. Lefferts, American Leaders.
9. Nichols, Bagley and Beard, America Today.

10. Robbins, School History of the American People.

11. Rugg, A History of American Civilization.

12. ----, An Introduction to American Civilization.

13. ----, Our Country and Our People.

14. Tryon, Lingley, and Forehouse, The American People and Nation.

15. Vannest and Smith, Socialized History of the United States.

16. West and West, The Story of Our Country.

Tentative time schedule for this unit.-- This unit will require about two weeks of time.

First period,-----Introduction.

Second period,----Laboratory procedures.

Third period,-----Laboratory procedures.

Fourth period,----Laboratory procedures.

Fifth period,-----Laboratory procedures.

Sixth period,-----Discussion and presentation.

Seventh period,---Discussion and presentation.

Eighth period,----Discussion and presentation.

Ninth period,-----Discussion and presentation.

Tenth period,-----Mastery test over this unit.

Optional related activities.-- Pupils wishing to prepare some related activity not included in the following list, may do so, after having obtained the approval of the teacher.

1. Write a letter to the United States Reclamation Service, Washington, D. C. for information concerning irrigation projects undertaken by the government. When your letter is written in

good business form, submit it to your teacher for approval, before placing it in the mail.

2. Write a letter to the United States Patent Office, Washington D. C. inquiring for information as to how a patent may be secured. When your letter is written in good business form, submit it to your teacher for approval, before placing it in the mail.

3. Make a booklet showing the development of water transportation. Include in it a series of pictures either drawn of clipped from magazines or papers showing the progress made in the construction of boats.

4. Prepare a booklet in which you show how railroad transportation has developed and progressed.

5. Prepare a booklet in which you show the progress made in travel and transportation by automobile. This booklet may include in it the development of highways as well as automobiles.

6. Make either a booklet or a chart entitled "Our Forests". This may include a map showing the five most important forest regions in the United States; facts about the different kinds of trees grown in each; pictures of forest regions; and graphs comparing the values of lumber produced during different periods of our country's history. (S I:567 and 604).

7. Make a booklet entitled "Steel and Iron". It may contain written or pictorial accounts of the mining of iron; its transportation from the mines to the steel mills; the Bessemer process; pictures of articles made of steel, such as rails, locomotives, steamships,

bridges, machinery, tall buildings, and various kinds of tools.

8. Make a chart, which you name "Useful Inventions of the Last Seventy-Five Years". Label each invention, naming the inventor and the date.

9. Two or three pupils may combine their efforts in preparing themselves to sing any of the following songs to the rest of the class:

   a. "The Railroad Cars are Coming". (S I:593-594).

   b. "Red Iron Ore". (S I:594-595).

   c. "Boll Weevil Song". (S I:625-626).

10. Make a chart entitled, "Oil". It may take the form of a large map of one of the chief oil producing states. Paste or draw upon it pictures of oil well derricks, and pictures showing the chief uses of such petroleum products as kerosene, gasoline, lubricating oils, and fuel oils.

11. Make a booklet in which you have pasted neatly 25 of the best advertisements of merchandise that you can find in recent newspapers or magazines. Select only those advertisements which you consider most attractive and appealing.

12. Make a booklet entitled, "Water Power". In it you may show pictures of waterfalls, and hydro-electric plants, and graphs or charts depicting the development of water power in this country since the Civil War.

13. Make a neat, enlarged copy of the map showing the territorial growth of the United States. (B I:452).

14. Write a two-page essay on "Scientific Farming". Tell just how

the farmer is helped by such agencies as the United States Department of Agriculture, state-agricultural colleges, and state-experimental stations.

15. Make a poster showing how a modern farmer makes use of labor-saving machinery.

16. Prepare a large outline map of the United States. Trace upon it the routes taken by each of the following trans-continental railways: Union Pacific; Northern Pacific; Great Northern; Chicago, Milwaukee, Saint Paul and Pacific; Atchison, Topeka and Santa Fe. Label each. Ask your railway agent for a copy of "The Official Guide of the Railways".

17. Write a story on the development of aircraft. Illustrate your story with pictures or drawings showing how aeroplane construction has progressed since the days of the Wright brothers at Kitty Hawk.

18. Prepare a three minute floor talk upon any one of the following topics:

    a. Cornelius Vanderbilt, America's First Railway King. (B 2:374; 563-564).

    b. Black Kettle's Last Stand. (S I:540-541).

    c. Red Cloud, Chief of the Sioux. (S I:541).

    d. Crazy Horse and Sitting Bull. (S I:542).

    e. A Struggle Among Small Farmers, Cattlemen, and Sheep Herders for the Great Plains Region. (S I:546-547).

    f. A Home on the Prairie in the '70s and '80s. (B I:453).

g. The Pony Express Carries the Mail. (S I:457).

h. The Roosevelt Dam. (B 2:478).

i. A Modern Factory. (B I:513-514; S I:37).

j. Marshall Field, The Merchant Prince. (S I:582).

k. John Wanamaker, Founder of the Department-Store Idea. (S I:581).

l. The "Erie War". (B 2:375).

m. How the Atlantic Cable Was Layed. (S I:565).

n. Thomas Edison, The Wizard of Menlo Park. (S 8:116-143).

o. How Steel is Made.

p. Vulcanizing of Rubber.

q. The Modern Automobile Factory.

r. The inventor of Sewing Machines.

s. Luther Burbank, the Plant Wizzard.

t. Alexander Graham Bell, and His Talking Skull. (S 8:99-115).

u. How the Telegraph was Invented. (S 8:82-97).

v. The Reaper. (S 8:68-80).

w. Harriman and Hill, Railroad Men (S 6:288-290).

19. Make a set of three original sketches in which you picture some of the conditions that made it difficult for the early settlers to establish themselves in the West. Suggestions are: fights with the Indians; difficulties of travel over deserts and mountains; diseases; and lack of farming equipment. (S 9:10-15).

20. Make a neat exact copy of any one of the maps to be found on pages as follows: (S I:540; S I:566; S I:570; S I:577; S I:598; S I:604; S I:606; S 9:18; S 16:393; S 5:22-23; S 5:154-155).

21. Make an original poster on which you show how modern machines are replacing older methods of hard labor. (See suggestions see (S I:602).

22. By making inquiries of your parents, your librarian, and other adult acquaintances, outside of school, find out where your state agricultural college, and the nearest agricultural-experimental station are located. Find out what services they can give the people of your community. Be prepared to report your findings to the rest of the class.

23. Make a farm booklet of pictures cut from magazines and papers. On each page make a comparison between some old-time farm condition or activity and the modern farm. For example, compare old-time farm buildings with modern ones; compare earlier farm equipment with up-to-date machinery; compare crop productions of earlier times with those of today.

Mastery Test

Multiple-choice type.-- In the statements given below there are three or four suggested completions. Read each carefully, and then insert in the space at the right margin the letter which precedes the completion that you would choose as the correct one. The following is an example of the multiple-choice type of question. Study it carefully before you answer the questions, which follow it.

Example: Conditions which made life more difficult in the South after the Civil War were

a. the unpreparedness of the slaves for their

freedom.
b. the large stores of food supplies.
c. the willingness of the Negroes to work.
d. the friendliness of the North. (__a__)

1. A business organization consisting of a number of firms or corporations formed mainly to regulate the supply and price of goods is called

a. a partnership
b. a corporation
c. a trust
d. diversification (_____)

2. The Homestead Act of 1862 helped to make United States a land of

a. rich men
b. opportunity
c. small farmers
d. inventors (_____)

3. Diversification of crops helped to bring a return of prosperity to the farmers of

a. the West
b. Northwest
c. New England
d. South (_____)

4. The Mormons who settled in Utah brought prosperity to the deserts of their region by means of

a. irrigation
b. use of the reaper
c. drilling oil wells
d. planting wheat (_____)

5. During the last 75 years the United States has become a great agricultural region because of

a. its mild climate
b. labor saving machinery
c. the automobile
d. hydro-electric power (_____)

6. The American farmer, since the Civil War has

been greatly helped by

a. the Department of Agriculture at Washington
b. bankers
c. large factory systems
d. the trusts (_____)

7. The United States government has changed parts of

the great American desert of the West and South

into productive farm lands by

a. establishing experimental stations
b. erecting agriculture colleges
c. rotation of crops
d. irrigation (_____)

8. The large factory systems which came after the

Civil War

a. had much labor saving machinery
b. employed much hand labor
c. employed few workmen
d. were owned by individuals (_____)

9. At the close of the Civil War the United States

a. had highly developed coal fields
b. bought most of its coal from Nova Scotia
c. ranked first among the nations in the production of iron
d. was producing a million barrels of oil per day (_____)

10. One factor which helped the United States to

become the leading manufacturing nation of the

world was

a. scientific agriculture

b. its system of canals
c. its merchant ships
d. the inventive skill of Americans (_____)

11. Which of the following factors has proven itself to be a very great help to the development of the manufacturing industries in this countries?

a. Electrical power
b. the corporation
c. price marking
d. the specialty shop (_____)

12. A modern factory compared with one of Civil War days

a. has longer working hours
b. employs fewer people
c. has more safety devices
d. is smaller (_____)

13. The first oil well in America was drilled by

a. Henry Bessemer
b. John D. Rockefeller
c. Henry C. Frick
d. Edwin L. Drake (_____)

14. The American who by getting control of large areas containing coal and iron ore made himself the master of the steel industry was

a. Andrew Carnegie
b. Henry Ford
c. Cyrus McCormick
d. Cornelius Vanderbilt (_____)

15. The process of cheaply converting iron into steel is named after

a. William Kelley
b. Henry Bessemer
c. J. P. Morgan
d. Cyrus Field (_____)

16. The short railroad lines of the East were

consolidated into large companies by

a. Charles Goodyear
b. Wilbur Wright
c. Marshall Field
d. Cornelius Vanderbilt (_____)

17. The coming of electric railroads improved

transportation facilities by being

a. faster than steam trains
b. more comfortable than steam trains
c. smokeless
d. able to carry heavier loads (_____)

18. Charles Goodyear helped to make the automobile

a success by

a. the discovery of a way to harden rubber
b. inventing a gas engine
c. inventing a process to refine oil
d. extensive advertising (_____)

19. A factor making the success of the automobile

possible was

a. the invention of the internal combustion engine
b. the loans from bankers to manufacturers
c. the many styles and types manufactured
d. the genius of Thomas Edison (_____)

20. Henry Ford's success as a manufacturer lay in

the fact that he

a. had large capital
b. owned iron mines
c. advertised extensively
d. that he made a good product to sell reasonably (_____)

21. Since 1865 water transportation for the United

States

a. has not developed as rapidly as land transportation
b. has been mostly on the Atlantic Ocean
c. has exceeded transportation by rail
d. is more expensive than land transportation (_____)

22. The fastest means of travel in the United States, today, is by

a. automobile
b. steamship
c. aeroplane
d. electric train (_____)

23. The best means of sending short business messages is the

a. telegraph
b. telephone
c. airmail
d. radio (_____)

24. The best means of sending long, urgent business messages is the

a. telegraph
b. telephone
c. airmail
d. radio (_____)

25. The cable is of great value to the business men of the United States because cablegrams

a. are cheap
b. save time
c. make letter writing unnecessary
d. save sending a representative to Europe (_____)

26. The radio is of great service to many business concerns because it

a. is an effective means of advertising
b. is a cheap means of advertising
c. gives the stock-market reports
d. provides employment for many people (_____)

27. After the Civil War, merchandising methods changed from

a. home selling to general stores
b. department stores to general stores
c. department stores to specialty shops
d. from specialty shops to department stores (_____)

28. Purchasing merchandise and paying for it, in part, at stated intervals is known as

a. service in selling
b. buying of department stores
c. installment buying
d. buying at marked prices (_____)

29. Bankers serve manufacturers and merchants by

a. selling their stock
b. making loans to them
c. helping them advertise their goods
d. charging them interest on loans (_____)

30. One of the most powerful banking institutions in the country is that controled by the interests of

a. Glen Curtis
b. Richard E. Byrd
c. Andrew Carnegie
d. J. P. Morgan (_____)

Completion type.-- In each sentence below a word or name is missing as indicated by the three dashes. Write the missing words or names in the space for the answers at the right margin. Below is an example of the completion type of statement. Study it carefully before writing four answers.

Example: The high tarriff after the Civil War was supported primarily by the--- party. (Republican)

31. The change from home manufacturing to the factory system has caused more people to live in ---. (_____)

32. An important phase of the Industrial Revolution was the change from hand labor to --- labor. (_____)

33. The invention of the --- is largely responsible for our present system of hard-surfaced highways. (_____)

34. Following the Civil War the introduction of a system of --- farming helped to bring prosperity back to the South. (_____)

35. The --- Act induced many settlers to go to the farming lands of the West. (_____)

36. The early settlers in Utah made the farm lands of that region highly productive by means of ---. (_____)

37. Congress provided both money and lands to help build the Union Pacific ---. (_____)

38. At the close of the Civil War nearly all of the factories in the United States were owned by individuals or by ---. (_____)

39. John D. Rockefeller united under one head many small --- companies which were competing with each other. (_____)

40. One of the first great trusts was the --- Oil Company. (_____)

41. The Bessemer process was as important to --- manufacturing as the reaper was to wheat growing. (_____)

42. In order to manufacture steel profitably both

limestone and --- are needed in addition to cheap iron ore. (_____)

43. --- was called the "Merchant Prince". (_____)

44. The building up of the --- was greatly aided by the trans-continental railways. (_____)

45. The inventions of Cyrus --- made possible the great wheat farms of the West. (_____)

46. The first, electric street car was invented by ---. (_____)

47. Steel was first made profitably in the state of ---. (_____)

48. Henry Frick was the first to recognize the importance of the use of --- in the manufacture of steel. (_____)

49. State --- stations have greatly aided the farmers of America in making our country a great agricultural nation. (_____)

50. The remarkable --- genius of Americans did much to create the manufacturing successes of the United States. (_____)

51. The invention of the internal combustion engine was one of two factors to make the --- successful. (_____)

52. --- discovered the process for vulcanizing rubber. (_____)

53. The --- store idea for selling merchandise was originated by John Wanamaker. (_____)

54. During the age of "Big Business" manufacturers and merchants have come to depend upon the assistance

of --- such as J. P. Morgan. (_____)

55. The most recently developed for communication, and one extensively used by modern business concerns is the ---. (_____)

Matching type. In the column at the left you will find descriptive expressions. In the column at the right you will find persons' names. Match the correct description in the answer space at the right margin. An example of the matching type of question follows. Study it carefully before you undertake to answer any of these questions.

Example:

a. A Chief Justice who was formerly 1. Franklin D. Roosevelt. (b)
president.

b. Author of the "New Deal".

c. Free silver advocate, 1896.

d. Inventor of the cotton gin.

a. America's greatest inventor.	56.	John D. Rockefeller	(____)
b. Famous New York banker.	57.	Cyrus McCormick	(____)
c. Inventor of the reaper.	58.	Andrew Carnegie	(____)
d. Inventor of the aeroplane.	59.	Elias Howe	(____)
e. Head of a great steel trust.	60.	William Kelley	(____)
f. Head of a great automobile industry.	61.	Cyrus Field	(____)
g. A famous American aviator.	62.	Alfred Vail	(____)

h. Founder of a great oil company.	63. Luther Blank	(____)
i. The man who laid the Atlantic cable.	64. J. P. Morgan	(____)
j. The inventor of the steam engine.	65. Henry C. Frick	(____)
k. Founder of the first textile mill in the United States.	66. Edwin L. Drake	(____)
l. Founder of the department-store idea.	67. Henry Ford	(____)
m. Inventor of sewing machine.	68. Marshall Field	(____)
n. Builder of railroads in the West.	69. Edward Harriman	(____)
o. Inventor of the telegraph.	70. Henry Bessemer	(____)
p. First to talk over wires.	71. Richard E. Byrd	(____)
q. Inventor of a process for changing iron into steel.	72. Cornelius Vanderbilt	(____)
r. Recognized the value of coke in the manufacture of steel.	73. Wilbur Wright	(____)
s. The "Railroad King".	74. John Wanamaker	(____)
t. The "Plant Wizzard".	75. Alexander Graham Bell	(____)
u. Designer of hydro-planes.	76. Thomas A. Watson	(____)
v. "Merchant King" of Chicago.	77. Samuel F. B. Morse	(____)
w. Hero of many Indian fights.	78. Glen Curtis	(____)
x. Assistant to Samuel F. B. Morse	79. General Custer	(____)
y. First to drill an oil well		

in America.

90. Thomas A. Edison (____)

7. American who made the same discovery as Bessemer.

8. Assistant to Alexander Graham Bell.

CHAPTER V

TOPIC: THE UNITED STATES IN AN AGE OF IMPERIALISM

The Unit

George Washington in his Farewell Address gave a warning to the United States not to meddle in European affairs. He reasoned that the interests and relationships involving the countries of Europe were not of great concern to the United States. Therefore, the American people, during the early years of the nation's existence, at least, should restrain themselves from becoming involved in the disputes of European nations. For about a hundred years, our government tried hard to follow his advice. In 1823, President Monroe issued his famous statement in which he told Europe to keep her hands off the Americas. Following this it became the established policy of the United States to attend to its own affairs, and to almost completely ignore other countries, unless they sought to interfere with, or to set aside, the doctrine of Monroe. During McKinley's administration the United States did two things directly opposed to its former policy. First, it interfered with the affairs of Spain and of China. Second, it obtained possession of territory outside the limits of continental America. As a result of these two things, the United States became a world power with greatly increased responsibilities. As a world power, the United States is no longer isolated from the rest of the world. Its history becomes more definitely a part of world history.

Delimitation of this Unit

One of the major steps which the United States took on its way to world power was its part in the war with Spain, the influences and causes of which were:

1. The people of the United States sympathized with Cuba in her struggle for independence.
2. American investments in Cuba were in need of protection.
3. American lives in Cuba were in need of protection.
4. Strong anti-Spanish feeling was created in the United States as a result of the sinking of the Battleship Maine.
5. The United States was beginning to acquire imperialistic tendencies, as a result of great expansion of industrial development with its resultant need for new markets.

There were several significant events in the Spanish American War.

1. The overt act bringing on the war was the sinking of the "Maine".
2. This was followed by Dewey's swift victory in Manila Bay on May 1, 1898.
3. On July 4, 1898 there occurred the decisive American naval victory at Santiago.
4. The American land forces in Porto Rico, Cuba and the Philippines were successful against their Spanish foes.
5. In the final treaty of peace, Spain yielded all claim to Cuba, ceded Porto Rico and Guam to the United States, and sold the Philippines to the United States for twenty million dollars.

Several post war events show the extent of the influence and power of

the United States due in part, at least, to its acquisition of empire.

1. In 1901 the German government acceded to the demands of the United States in the peaceful settlement of its debt dispute with Venezuela.
2. In 1904 President Theodore Roosevelt declared that the United States must accept responsibility for the international policing of the American republics, if it was to continue the Monroe Policy.
3. Santo Domingo, Haiti, and Nicaragua became protectorates of the United States.
4. The United States was successful in establishing the so-called "Open Door Policy" in China, because it did not want to see China dismembered by European countries, with resultant trade rights to those countries, which would be denied to the United States.

List of Readings and Materials for the Teacher

History texts. (Basal).

1. Leonard, Arthur R., and Jacobs, Bertha B., The Nations History. p. 539-585.

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11. Nichols, Roy F., Bagley, William C., and Beard, Charles A., America Today. p. 131-144.

12. Robbins, Charles L., School History of the American People. p. 461-475.

13. Rugg, Harold, A History of American Civilization. p. 561-586.

14. ----------, A History of American Government and Culture. p. 432-446.

15. Tyron, Rolla M., Lingley, Charles R., and Morehouse, Frances, The American People and Nation. p. 617-631.

16. Vannest, Charles Garrett, and Smith, Henry Lester, Socialized History of the United States. p. 535-548.

17. West, Ruth and West, Willis Mason, The Story of Our Country. p. 464-495.

History workbooks and study guides.

1. Chadwick, C. E., Comprehensive Guidebook and Manual for American History. p. 104-113.

2. Leonard, Arthur R., and Jacobs, Bertha E., Student's Record. p. 273-298.

3. Stormand, M. J., Study Guide Tests in American History, Part Two. p. 83-85.

4. Vannest, Charles Garrett, Workbook in United States History. p. 203-209.

5. Webb, Walter P., A Workbook in United States History for use with the Growth of a Nation. p. 135-136.

6. Swetland Wallace, Our Country's Story. pp. 168-172.

7. Wilson, Howard E., and Wilson, Florence E. Workbook in United States History for Higher Grades. pp. 161-163.

The Teaching Procedures to be Followed in This Unit

The first class meeting is to be developed as a period for review and for research of American foreign policies. The class is to be broken up into ten committees consisting of two to four members each. Each committee is to be assigned a research problem relating to the foreign relations of the United States previous to 1898. About fifteen minutes will be allowed for this type of work, after which each committee will be allowed one or two minutes for making a report of findings on its assigned problem. The remainder of the period will be used to consider and discuss cooperatively the incidents and questions which are presented in the beginning section of the guide sheet. Class periods two to five inclusive, are to be used by the pupils for laboratory work. Periods six to nine inclusive, will be discussion periods. The mastery test over this unit will consume the tenth period.

The Unit Assignment

How and When Did the United States Become a World Power?

Introduction.-- Each of the following review and research problems is to be written on a separate piece of paper. One will be drawn by each of the committees assigned to research work during the first class period.

1. At the close of the Revolutionary War, the American peace commissioners made a separate peace treaty with England. In doing

so they violated our treaty with France. Did they violate this treaty? Why did they do so?

2. During John Adams administration, French interference with American commerce was brought to a satisfactory settlement for the United States after two years of naval warfare. What was this settlement and how was it reached?

3. By a display of force in 1805, Thomas Jefferson induced the pirates of Tripoli to stop preying upon American shipping. What were the incidents of this affair and the exact outcomes?

4. After two years of warfare disastrous to the forces of the United States, in the War of 1812, England ceased to impress American seamen although she made no agreement not to do so. Just what sort of a settlement was made?

5. The boundary dispute between Maine and New Brunswick was settled without clash of arms. How was this accomplished?

6. During the Civil War a United States warship stopped a British ship to remove from it two representatives of the Southern Confederacy. For this President Lincoln apologized to England. Why did the President feel that an apology was necessary?

7. The so-called Alabama Affair with England was settled peaceably. How was it settled?

8. What was the international situation that provoked President Monroe to proclaim his famous "Doctrine"?

9. The Monroe Doctrine was used against France to stop her interference in Mexico. Explain just how this was accomplished.

10. The Monroe Doctrine was used against Great Britain to settle a boundary dispute in Venezuela. Explain how this was accomplished. (The part of the assignment which follows is to be presented to the pupils by means of the mimeographed guide sheets).

On several occasions, quite recently, pupils of our school have trespassed while at play, upon the property of persons who live nearby. More than once these property owners have warned our principal that school children are not to come upon their land. Consider the following questions and be prepared to answer them to the best of your understandings.

1. Have property owners a right to forbid trespassing?
2. What legal rights have these property owners if pupils ignore their warnings?
3. Did President Monroe have any right to warn European nations to keep "hands off" the Americans?
4. Just what did happen when some European nations ignored the warning of Monroe?
5. Can you justify the action of the United States in these incidents?

Let us consider another situation. Suppose some father was severely beating and abusing his small son. A neighbor witnesses the punishment that the boy is receiving and realizes that the child may be badly crippled as a result.

1. Would the neighbor be justified in interfering?
2. Would the neighbor be justified in using force against the father.
3. If the father, in beating his son was at the same time destroying

done on his neighbor's property, would the neighbor be justified in interfering?

4. When Spain abused Cuba, did the United States have a right to interfere?

5. Did the destruction by Spain of American owned property in Cuba justify the interference of the United States?

Questions and Problems.-- Find as complete an answer or solution as possible, to each of the following. Then, write neatly in your notebook such notes and statements as may be necessary to show your findings or conclusions for each.

1. By using a dictionary find the definition of the words that follow. Then write sentences in your notebook showing the correct meaning of each word.

   a. Doctrine

   b. Imperialism

   c. Territorial

   d. Interfere

   e. Policy

   f. Treaty

   g. Frontier

   h. Irritation

   i. Annexation

   j. Aggression

   k. Intervention

   l. Overt

m. Violate

n. Offense

o. Defense

2. Does who did President Monroe issue this Famous Doctrine? (B I:304-307; B 2:245-246).

3. What legal right has the United States to enforce the Monroe Doctrine? (B I:306-307; B 2:245-246).

4. Has it any moral right to do so? (B I:306-307; B 2:245-246).

5. Why were conditions in Cuba a source of irritation to the United States during the latter part of the 19th century? (B I:245-246; B 2:413).

6. In your judgment, were the circumstances and facts connected with the sinking of the battleship Maine sufficient to provoke our war with Spain? (B I:546-547; B 2:413-415).

7. Had Cuba been located off the coast of Africa, would there, in all probability, have been a Spanish-American War?

8. From your study of the texts to which you have been referred, would you say that the United States was imperialistic in 1898? (B 2:422-423).

9. In your opinion was the destruction of American owned property in Cuba, of itself, a sufficiently good reason for declaring war upon Spain? (B I:546; B 2:413).

10. What part, if any, did the need for new markets for American-made products play in the declaration of war against Spain?

11. When the United States declared war upon Spain did it have two

annexation of Cuba in Mind? (B I:547-548; 552-553).

12. Did the United States have any real need for extending its frontier into the Pacific?

13. Describe the overt act which started the Spanish-American War. (B I:446-447; B 2:413-414).

14. Can you justify Admiral Dewey's attack upon the Spanish fleet in Manila Harbor? (B I:548; B 2:415).

15. To what factors can you attribute the success of the American fleet over the Spanish fleet in the Atlantic?

16. How successful were the American land forces in

    a. Cuba? (B I:548-551).

    b. Porto Rico? (B I:551-552; B 2:416).

    c. The Philippines? (B I:552; B 2:416).

17. To what extent did the final treaty of peace with Spain result in increasing the territorial possessions of the United States? (B I:552; B 2:416).

18. Did the United States violate the principles of the Monroe Doctrine in taking possession of the Philiprines? (B I:552).

19. Do you think that the United States had either a legal or a moral right to buy the Philiprine Islands and govern the people without their consent?

20. What is the present poli ical status of the Philippines in its relationship to the United States? (B 10:373-374).

21. In your opinion was the part of the United States in this war one of defense or one of offense?

22. Can the Spanish-American War be justified on the grounds that it gave Cuba its independence?

23. Why did John Hay advocate the "Open Door" policy with China? (B I:577-578; B 2:420).

24. How has the world at large benefited from this policy? (B I:577-578).

25. How was the Monroe Doctrine used against the German government in 1901? (B I:554-555).

26. To what extent does the United States maintain a right to interfere in Cuban affairs? (S 10:211; 374).

27. From the following list of factors, select those which have helped to make the United States a world power: size, wealth, products, ideals of its people, army, navy, commerce, imperialistic desires. Defend your choices.

28. Has the United States, as a world power, a greater moral responsibility in world affairs than has a small power?

29. Would you say that, since 1898, the United States has reversed its former policy of non-aggression and of non-intervention in Old World affairs?

30. Can you think of any conditions which exist today that make it practically impossible for the United States to keep out of European and Asiatic affairs?

References for pupil use.--

History texts. (Basal).

1. Leonard and Jacobs, The Nations History.

2. Woodcan and Loren, Elementary American History and Government.

History texts. (Supplementary).

1. Casner and Gabriel, Exploring American History.

2. Chapman and Whitney, The History of Our Nation.

3. Cornish and Hughes, History of the United States.

4. Freeland and Adams, America and the New Frontier.

5. Gordy, Stories of Later American History.

6. Halleck, History of Our Country.

7. Hart, Source Book of American History.

8. Lefferts, American Leaders, Book Two

9. Monroe and Miller, The American Spirit A Basis for World Democracy.

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11. Robbins, School History of the American People.

12. Rugg, A History of American Civilization.

13. ----, A History of American Government and Culture.

14. Tyron, Lingley and Morehouse, The American People and Nation.

15. Vannest and Smith, Socialized History of the United States.

16. West and West, The Story of Our Country.

Tentative time schedule for this unit.-- This unit will require about two weeks of time.

First period, - Introduction.

Second period, - Laboratory procedures.

Third period, - Laboratory procedures.

Fourth period, - Laboratory procedures.

Fifth period, - Laboratory procedures.

Sixth period, - Discussion and presentation.

Seventh period,- Discussion and presentation.

Eighth period, - Discussion and presentation.

Ninth period, - Discussion and presentation.

Tenth period, - Mastery test over this unit.

Optional related activities.-- Pupils may obtain teacher approval of other related activities of their own choosing. (Activities given here are filed on three by five cards).

1. Make a written list of the disputes and misunderstandings we have had with other nations from 1776 to the present time, which have resulted in war. Determine as accurately as you can the total number of years our country has spent in wars.
2. Make a written list of the disputes and misunderstandings we have had with other nations from 1776 to the present time, that were settled by some other means than war. State in each case the method of settlement used.
3. Two or three pupils may combine their efforts in preparing themselves to act as leaders in a panel discussion on the topic: It is no longer possible for our country to follow Washington's and Jefferson's advice in regard to remaining aloof from European affairs. (P I:711; S 2:115-116; 120-121; 125-127).
4. Two pupils may cooperate in preparing a debate upon opposite sides of the question, Resolved: That the United States has a right to enforce the Monroe Doctrine.

5. Prepare a three minute floor talk upon the attitude of Latin America toward the Monroe Doctrine. (S 16:478; 485-486).

6. Imagine you were a Japanese. Write a letter showing why your nation had a right to demand a "Japanese Monroe Doctrine" over Manchuria or Mongolia, or the Philippines.

7. Make two carefully drawn maps, one of the Panama Canal Zone and the other of the Philippine Islands. (S I:697; 791; S 2:436: S 10:213).

8. Prepare a booklet about the Hawaiian Islands. In it you may include a map of the islands, a brief history, a story of its industries, and pictures which show how the people work and live. (S 2:429; 497; S 10:129-130; S 11:467; 473; S 16:466-470).

9. Prepare a one-page written report on the presidential achievements of William McKinley and Theodore Roosevelt. (S 5: 323-332; S 8:297-310; 330-345; S 14:595-607).

10. Write a paragraph about each of the following, telling how it came into the possession of the United States: Porto Rico, Hawaii, Philippines, Guam, Samoa, The Virgin Islands, Alaska. (S I:695-706; S 13:434-446; S 16:464-475).

11. Prepare a one-page argument on the topic: The Philippines should not be granted their independence at this time. (S 10: 373-374).

12. Make an attractive booklet in which you advertise the industries and the products of the Philippines. (S 4:561-562; S 12:569-572).

13. Make a neat map of the world, on which you make the United States and its possessions stand out in color. (S 15:545).

14. Prepare a three minute floor talk on the achievements of General Leonard Wood in Cuba. (S 2:428-429; S 11:466-469).

15. Prepare a three minute floor talk on the purposes of the Pan-American Union. (S 16:477; 479-481).

16. Prepare a display of stamps of the island possessions of the United States and be able to report briefly about the events pictured on the stamps.

17. Make a Samoan house in minature. (S I:684).

18. Draw a time line representing the years between 1897 and the present year. On the right of the line, letter in the names of our island possessions so as to show the years in which they were acquired. On the left of the line letter in the words to indicate their former owners.

19. Show by means of a graph the increase of United States territory during the period covered by this unit.

20. Read to the class "Hobson and the Merrimac" and "Dewey at Manila Bay" both of which can be found in Evan's "America First", p. 414-422. (See reference shelf).

21. Write a newspaper editorial in which you uphold the "Open Door" policy. (S 15:540; S 16:487-490).

22. Make a set of four picture posters in each of which you advertise some product of one of our island possessions.

23. Make a display for the bulletin board of a set of newspaper

clippings relating to our territorial possessions. Avoid sensational items.

24. Make a collection of songs and music, hich were popular at the time of the Spanish-American War. (S I:708).

25. Make a cartoon in which you depict the different ways by which nations may decide a dispute.

26. Make a cartoon or series of cartoons in which you show the various causes that led up to the Spanish-American War. (S 2: 422-424).

27. Two or three pupils, cooperating, may volunteer to act as a committee to take charge of the bulletin board displays, and any other displays that may be built up in cooperation with all the class during the progress of this Unit.

Mastery Test

Multiple-choice type.-- In each of the statements given below there are three, four or five suggested completions. Read each carefully, and then insert in the space at the right margin the letter which precedes the completion that you would choose as the correct one. The following is an example of a multiple-choice type of question. Study it carefully before answering the questions given below.

Example: The United States obtained the Louisiana Territory in the same way that it obtained

a. Texas.
b. Porto Rico

c. Alaska .
d. Samoan Islands. (c)

1. The United States obtained the Hawaiian Islands

in the same way that it obtained

a. the Philippines.
b. Alaska.
c. Texas.
d. Louisiana Territory.
e. the Virgin Islands. (_____)

2. The beginning of the acquisition of territory by

the United States beyond the boundaries of the

continent came as a result of the

a. Boxer Rebellion.
b. World War.
c. first Venezuela affair.
d. need for a canal at Panama.
e. Spanish-American War. (_____)

3. Of the American possessions in the Pacific the

nearest is

a. Guam.
b. Hawaiiam Islands.
c. Samoa.
d. the Philippines.
e. Wake Island. (_____)

4. The cause of the destruction of the Maine was

a. an accidental explosion.
b. an explosion planned by the Spanish.
c. an explosion planned by the Cubans.
d. undetermined . (_____)

5. The Philippines acquired by the United States

at the close of the Spanish-American War have

been

a. granted independence.
b. returned to Spain.

c. exchanged with another country for land elsewhere.
d. admitted as a state to the United States.
e. sold. (_____)

6. The importance of the Venezuela boundary dispute

lay in the fact that it

a. showed the world that England was trying to expand in the Americas.
b. showed the world that England was right in her claims.
c. proved that republics are stronger than monarchies.
d. marked the beginning of a period of quarreling between England and the United States.
e. brought the attention of the world to the Monroe Doctrine, and secured its recognition by England. (_____)

7. The United States began to realize the need for

the Panama Canal when

a. the age of steel began.
b. the gas engine was perfected.
c. John Hay succeeded in establishing in China the "Open Door" policy.
d. Alaska was purchased.
e. the United States became involved in the Spanish-American War, and as a result acquired new possessions in both the Atlantic and the Pacific. (_____)

8. The American Victory in the Spanish-American War

was primarily the result of

a. the attacks of American fighting forces on Spain.
b. the endurance of the American army in long sieges.
c. the successes of the air forces.
d. the successes of the navy.
e. help given the Americans by the French. (_____)

9. The Spanish American War

a. was of no particular significance to the United States.
b. was of no particular significance to the world.
c. ushered in a new era for our country. (_____)

10. By the "Open Door" in China we mean

a. that we shall have special trading rights there.
b. that European countries shall have special rights there.
c. that the ports of China are to be kept open to the trade of all countries. (_____)

11. The principal leader of the so-called imperialists in 1900 was

a. Bryan.
b. McKinley.
c. Roosevelt.
d. Wilson. (_____)

12. The United States acquired the Hawaiian Islands by

a. purchase.
b. conquest.
c. annexation at their request. (_____)

13. During President Cleveland's administration the United States settled a dispute with England about the boundaries of

a. the Panama Canal Zone.
b. Canada.
c. Mexico.
d. Venezuela. (_____)

14. The "Open Door" policy for China proposed by

a. the United States.
b. England.
c. China.
d. Japan.
e. Germany. (_____)

16. Treating Theodore Roosevelt and the Monroe Doctrine in settle a land dispute between Venezuela and

a. England.
b. Germany.
c. France.
d. Russia. (_____)

Matching type.-- In the exercise below you will find, at the left, a column containing the names of persons related to this unit. In the column at the right you will find descriptions. Match these two columns by writing the numbers of the correct names in the spaces at the right. An example of the matching type of question follows; Study it carefully before you undertake to answer any of these questions.

Example:

a. A Chief Justice who was formerly president.	1. Eli Whitney	(__d__)
b. Author of the "New Deal".		
c. Free silver advocate, 1896.		
d. Inventor of the cotton gin.		

a. Theodore Roosevelt.
b. Commodore Perry.
c. William McKinley.
d. Admiral Cervera.
e. George Dewey.
f. Admiral Sampson.
g. William G. McAdoo.

16. Secretary of State, who secured assent of the chief powers to the "Open Door" policy. (_____)

17. American officer in

1. Joseph Dewey.
2. Aguinaldo.
3. Leonard Wood.
4. Walter Reed.
5. Nelson A. Miles.

command of the Atlantic fleet which defeated Cervera's ships near Santiago. (_____)

18. An American naval officer, who opened Japan to communication with the world. (_____)

19. An American medical officer, who became military governor of Cuba. (_____)

20. Filipino patriot. (_____)

21. American naval officer, who commanded the American fleet at Manila in 1898. (_____)

22. Commander of the Spanish Atlantic fleet in 1898. (_____)

23. United States leader of the expedition to Porto Rico. (_____)

24. A Rough Rider. (_____)

25. President of the United States, war was declared on Spain. (_____)

Completion type.-- In each of the following sentences one word is missing. Write that word in the space at the right of the statement.

26. We should always have a broad point of --- in our thinking about foreign relationships. (_____)

27. Our country's history is but a part of the history of the ---. (_____)

28. In our study of our historical relationships with other countries, we should seek to discover the true ---. (_____)

29. As a world power our --- towards the smaller American nations have become greater. (_____)

30. As a world power it is practically impossible for us to maintain a policy of complete ---. (_____)

True or false type.-- The following statements are either true or false. Place a sign in the blank space at the right margin of those statements which you consider to be true. Put a 0 in the blank space for those that are false.

31. The destruction of American cities along the Atlantic seaboard was one of the principal objectives of Spanish military and naval operations during the Spanish American war. (_____)

32. The naval battle at Santiago resulted in improving the

Our communications cut off the Spanish forces in Cuba and Spain here lost in Spain. (_____)

31. Dewey's position in the western Pacific after the outbreak of the Spanish-American War was strengthened by his nearness to American naval bases. (_____)

32. The island possessions of the United States have a commercial value and some are outposts of defence. (_____)

33. The Spanish-American War was slightly more than half as long as the Civil War. (_____)

36. The United States possesses Porto Rico, and has the right to intervene in the domestic affairs of Cuba. (_____)

37. Because the United States had done less fighting with England than with any other nation, the controversy over the Alabama claims was settled by arbitration. (_____)

38. Our country violated the Monroe Doctrine in taking possession of the Philippines. (_____)

39. The Monroe Doctrine is the corner stone of our foreign policy. (_____)

40. The Monroe Doctrine proclaims against territorial expansion in the Americas. (_____)

41. Our country has always adhered to Washington's policy of keeping out of foreign "broils and wars". (_____)

42. Our country has always adhered to the policy of Monroe. (_____)

43. Because the Spanish were proven to be responsible for

the destruction of the Battleship Maine, we were justified in declaring war on Spain. (_____)

44. Because large amounts of American money were invested in Cuba was sufficient reason for our government to demand that Spain withdraw from Cuba. (_____)

45. From 1900 the United States has been confronted with world problems. (_____)

46. We have needed a strong navy since the Spanish-American War. (_____)

47. The United States has never been isolated from the affairs of the world; it is not now; it cannot be in the future. (_____)

48. Because our government disfavored the "Open Door" policy, we lost the markets of China. (_____)

49. In 1898 and 1899 our country was imperialistic. (_____)

50. Our moral responsibilities under the Monroe Doctrine are greater than our legal responsibilities. (_____)

APPENDIX

Key to Mastery Test for the Unit on

"The Union Reconstructed", Chapter Three

1. (c) the freedom of the Negroes.
2. (c) generous treatment of the defeated by the winner.
3. (a) what treatment should be given the freed Negroes.
4. (d) arbitration.
5. (c) the securing of control of their local governments.
6. (a) providing for the ex-slaves.
7. (c) to give aid to needy Negroes.
8. (d) the citizenship of the Negroes.
9. (a) a refusal on the part of the Southern States to pay their war debts.
10. (b) friendly.
11. (c) unfriendly.
12. (d) the debts were illegal.
13. (b) it did not fully trust him.
14. (d) it is granted the right by the Articles of the Constitution.
15. (b) President Johnson advised them against doing so.
16. (d) he was more tactful.
17. (c) to frighten the Negroes from voting.
18. (d) orders from President Hayes.
19. (a) Southerners of rather poor character, who sought political office for personal gain.
20. (d) he ignored the Tenure of Office Act in his attempted dismissal

of Mr. Stanton, the Secretary of War.

21. (d) Tennessee

22. (c) made citizens of the freedmen.

23. (a) a Northern radical in Congress.

24. (a) make the ex-slaves work.

25. (d) rendering aid to the needy Negroes.

26. (c) responsible for the idea that the Southern States had no rights that the North was bound to respect.

27. (a) five military districts in the South.

28. (b) Congress.

29. (d) give the Negro his citizenship.

30. (e) he believed reconstruction to be the business of the President and not the Congress.

31. (d) unwise.

32. (f) Reconstruction.

33. (h) Franchise.

34. (n) Fifteenth Amendment.

35. (o) Civil Rights Bill.

36. (a) Impeachment.

37. (e) Secession.

38. (c) Amendment.

39. (l) Black Codes.

40. (j) Freedmen's Bureaus.

41. (d) Citizenship.

42. (m) Military Reconstruction Measure.

43. (k) Freedom.

44. (i) Fourteenth Amendment.

45. (g) Disqualification.

46. (s) Andrew Johnson.

47. (s) Andrew Johnson.

48. (q) Rutherford B. Haynes.

49. (p) Booker T. Washington.

50. (r) John Wilkes Booth.

51. (t) Charles Sumner.

52. (w) Carpet-Baggers.

53. (c) The ex-slaves as a whole were unfit for the privilege of voting.

54. (e) President Lincoln declared that the defeated Southern States should never pay any part of their war debt.

55. (f) The Negroes did not know how to use their newly granted freedom.

56. (g) The whole industrial life of the South was changed after the war.

57. (a) The Northern soldiers returned to homes little disturbed by the ravages of war.

58. (h) Congress and President Johnson quarreled.

59. (d) The white leaders of the South used illegal means of keeping the Negroes from voting.

60. (b) The Southern States at first refused to ratify the Amendment giving the Negroes citizenship.

61. (p) Government by the ignorant and wicked in the South became possible.

62. (o) Military reconstruction was adopted by Congress.

63. (i) The returned Southern soldier found no work of the kind to which he was accustomed.

64. (m) The Civil Rights Bill was passed by Congress to give the Negroes the rights of citizenship.

65. (q) Laws requiring voters to be able to read and to write were passed by several Southern States.

66. (r) Booker T. Washington became one of the great leaders of Negro progress.

67. (j) Johnson had been nominated for the vice-presidency.

68. (l) Northern men disliked the Black Codes.

69. (n) Most of the Southern States refused to ratify the Fourteenth Amendment.

70. (k) The death of Lincoln was followed by greater anger toward the South.

Key to Mastery Test for the Unit on

"The Beginning of Big Business", Chapter Four

1. (c) a trust.

2. (b) opportunity.

3. (d) South.

4. (a) irrigation.

5. (b) labor saving machinery.

6. (a) the Department of Agriculture at Washington.

7. (d) irrigation.

8. (a) had much labor saving machinery.

9. (b) bought most of its coal from Nova Scotia.

10. (d) the inventive skill of Americans.

11. (a) electrical power.

12. (c) has more safety devices.

13. (d) Edwin L. Drake.

14. (a) Andrew Carnegie.

15. (b) Henry Bessemer.

16. (d) Cornelius Vanderbilt.

17. (c) smokeless.

18. (a) the discovery of a way to harden rubber.

19. (a) the invention of the internal combustion engine.

20. (d) that he made a good product to sell reasonably.

21. (a) has not developed as rapidly as land transportation.

22. (c) aeroplane.

23. (a) telegraph.

24. (b) telephone.

25. (b) save time.

26. (a) is an effective means of advertising.

27. (d) from speciality shops to department stores.

28. (c) installment buying.

29. (b) making loans to them.

30. (d) J. P. Morgan.

31. cities.

32. machine.

33. automobile.

34. diversified or scientific.

35. Homestead.

36. irrigation.

37. Railway.

38. partnerships.

39. oil.

40. Standard.

41. steel.

42. coke.

43. Marshall Field.

44. West.

45. McCormick.

46. Thomas Edison.

47. Pennsylvania.

48. coke.

49. experimental.

50. inventive.

51. automobile.

52. Charles Goodyear.

53. department.

54. bankers.

55. radio.

56. (h) Founder of a great oil company.

57. (r) Inventor of the reaper.

58. (e) Head of a great steel trust.

59. (m) Inventor of the sewing machine.

60. (z) American, who made the same discovery as Bessemer.

61. (i) The man who laid the Atlantic Cable.

62. (x) Assistant to Samuel F. B. Morse.

63. (t) The "Plant Wizzard".

64. (b) Famous New York banker.

65. (r) Recognized the value of coke in the manufacture of steel.

66. (y) First to drill an oil well in America.

67. (f) Head of a great automobile industry.

68. (v) "Merchant King" of Chicago.

69. (n) Builder of railroads in the West.

70. (q) Inventor of a process for changing iron into steel.

71. (g) a famous American aviator.

72. (s) The "Railroad King".

73. (d) Inventor of the aeroplane.

74. (l) Founder of the department-store idea.

75. (p) First to talk over wires.

76. (&) Assistant to Alexander Graham Bell.

77. (o) Inventor of the telegraph.

78. (u) Designer of hydroplanes.

79. (w) Hero of many Indian fights.

80. (a) America's greatest inventor.

Key to Mastery Test for the Unit on

"The United States in an Age of Imperialism", Chapter Five

1. (c) Texas.
2. (e) Spanish-American War.
3. (b) Hawaiian Islands.
4. (d) undetermined.
5. (a) granted independence.
6. (e) brought the attention of the world to the Monroe Doctrine, and secured its recognition by England.
7. (e) the United States became involved in the Spanish-American War and as a result acquired new possessions in both the Atlantic and the Pacific.
8. (d) the successes of the navy.
9. (c) ushered in a new era for our country.
10. (c) that the ports of China are to be kept open to the trade of all countries.
11. (b) McKinley.
12. (c) annexation at their request.
13. (d) Venezuela.
14. (a) the United States.
15. (a) England.
16. (h) John Hay.
17. (f) Admiral Sampson.
18. (b) Commodore Perry.
19. (j) Leonard Wood.

20. (i) Aguinaldo.

21. (e) George Dewey.

22. (d) Admiral Cervera.

23. (l) Nelson A. Miles.

24. (a) Theodore Roosevelt.

25. (c) William McKinley.

26. view.

27. world.

28. facts.

29. responsibilities.

30. isolation.

31. False.

32. False.

33. False.

34. True.

35. True.

36. False.

37. False.

38. False.

39. True.

40. True.

41. False.

42. False.

43. False.

44. False.

45. True.

46. True.

47. True.

48. False.

49. True.

50. True.

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